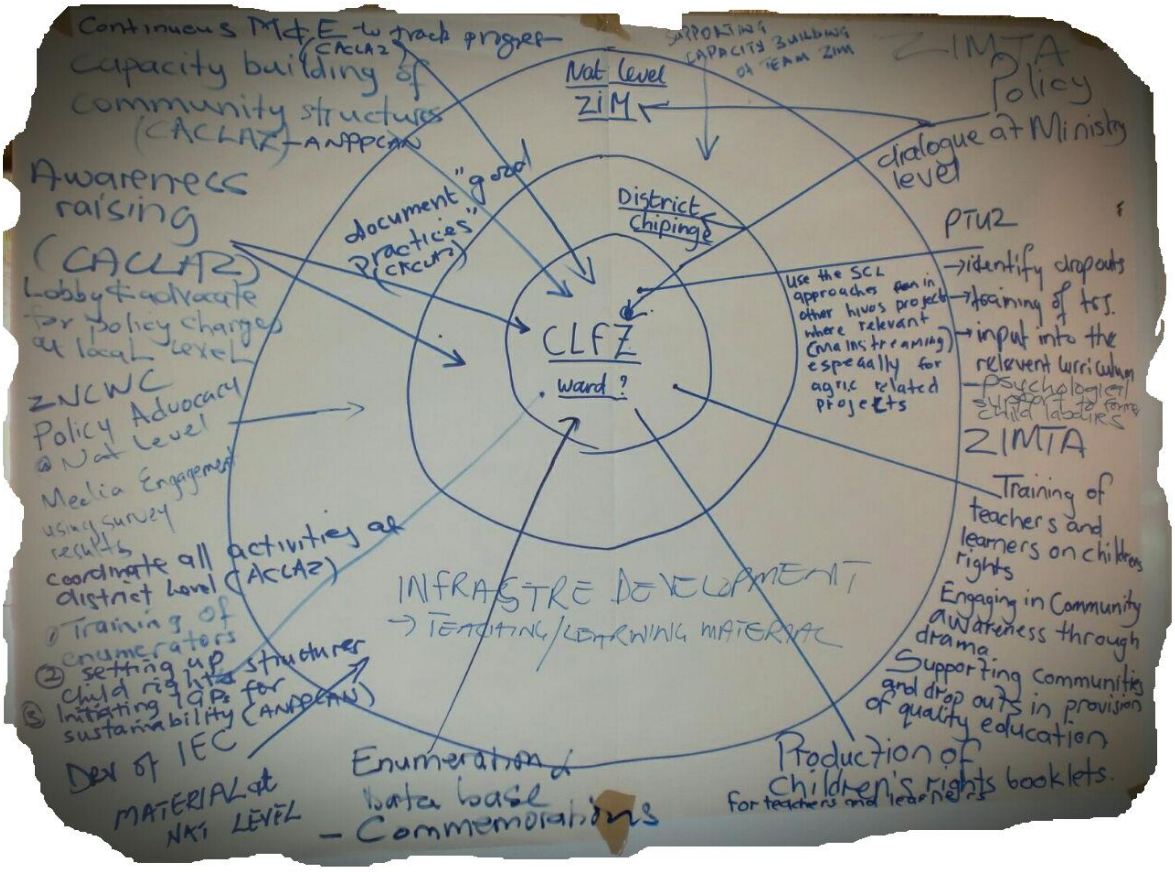
STOP Child Labour
school is the best place to work

Children's Rights Handbook for Teachers



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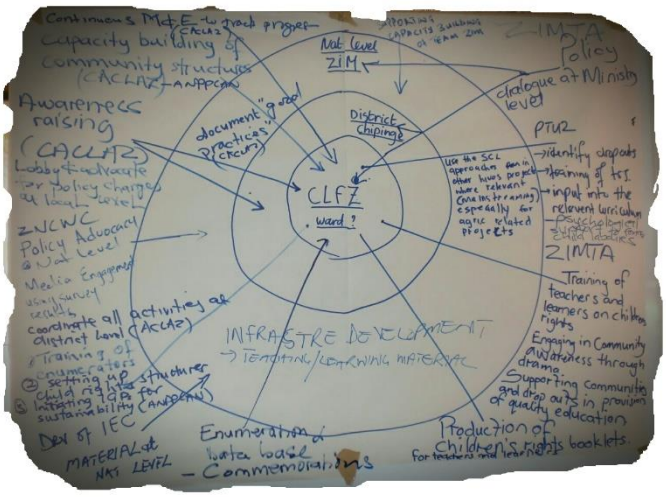

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ZIMTA

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Table of Contents

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FOREWORD

This Children's Rights Handbook provides information and the understanding that is needed in order to protect children and safe guard the rights of children in Zimbabwe. Following the collaborative work amongst players in the Stop Child Labour movement in Zimbabwe, we sought to produce this Children's Rights Handbook as a tool for all stakeholders, especially teachers to help guide and to remove all traces of Child Labour in Zimbabwe.

The Handbook is developed in the context of the local and international legislation concerning children's rights and Labour. The project recognizes the important roles which various players, Government, Civil Society, Non-Governmental Organisations, Farmers' Organisations and trade unions can play in defending the rights of children and ending Child Labour in Zimbabwe. This Handbook will be used by all stakeholders as a reference and by all who interact with children, particularly teachers who are in constant touch with children.

This material will be used by stakeholders and groups in conducting training workshops for their members. This will enable the teachers to appreciate issues of child labour, as well as to understand how to deal with such issues and how to help the affected children.

Angelina Lunga

Chapter 1

Contextualizing Children's Rights

"Anything for the child, without the child is against the child."
Source- Adopted from the United Nations General Assembly Resolution S-17/2(2002) 'A world fit for children.'

What is a child, who is a child?

These may somewhat look like simple questions with simple straight forward answers. However, this is not so. There are several schools of thought pertaining to what a child is or what childhood is. The notion of child or childhood is generated by successive generations out of a mix of tradition, social intercourse and technological development. Recognition of a child as a state different from an adult began to emerge in the 16th and 17th centuries. Society began to relate to the child not as a miniature adult but as a person of a lower level of maturity needing adult protection, love and nurturing.

Socially, sociologists stipulate that a child or childhood is socially constructed. This means that childhood is something created and defined by society. They further assert that, socially, there are some fundamental differences between adults and children. For example, people in most societies seem to agree that:

1. Children are physically and psychologically immature compared to adults;

2. Children are dependent on adults for a range of biological and emotional needs – Children need a lengthy process of socialization which takes several years;

3. In contrast to adults, children are not competent to run their own lives and cannot be held responsible for their actions.[1]

Radical historian, Philippe Aries (1962) has an extreme view on childhood as a social construction. He argues that in the Middle Ages (the 10th to the 13th century) 'the idea of childhood did not exist' – children were not seen as essentially different from adults like they are today.

[1] The Social Construction of Childhood, Posted 06 May 2015. Available at https://revisesociology.com/2015/05/06/social-construction-of-childhood/ accessed 25 August 2016.

To support his view, he states that:

- Children were expected to work at a much earlier age;
- The law often made no distinction between children and adults.[2]

Aries[3] is of the view that it is only from the 13th century onwards that modern notions of childhood – the idea that childhood is a distinct phase of life from adulthood – began to emerge. Essentially, Aries is argued that childhood, as we understand it today is a relatively recent 'invention'.

In support of Aries' view, Edward Shorter (1975)[4] argued about parental attitudes to children in the middle ages were very different from today. This was due to the high infant mortality rates encouraged indifference and neglect, especially towards infants.

Fast-forward to the twentieth century- the 'Century of the Child', which witnessed the revolutionary United Nations Convention on Rights of the Child in 1989. The Convention is the first international human rights treaty to bring together the universal set of standards concerning children and the first to present child rights as a legally binding imperative. It gave birth to the realization of children.

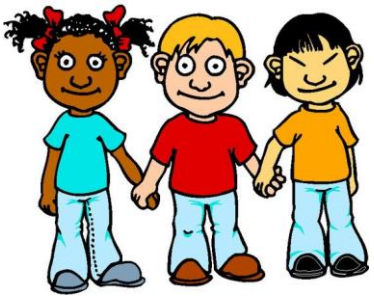
Legally, the Convention on the Rights of the Child of 1989 defines more precisely, the term "child":

"[…] a child is any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier."

The African Charter on the Rights and Welfare of Children (ACRWC) of 1999 further asserts that a child is any human being below the age of eighteen years.

Biologically, a child is generally anyone between birth and puberty.[5]

Children's Rights in General



Children's rights were firstly recognized after the first World war, with the adoption of the Declaration of Geneva in 1924. The process of recognition of children's rights continued courtesy of the UN, with the adoption of the Declaration of Children's Rights in 1959. The recognition of children's interests and rights became a reality on 20 November 1989 with the adoption of the

[2] Aries, P (1962). Centuries of Childhood. A Social: History of Family life. New York. Vintage Books.
[3] Ibid
[4] Shorter, E (1975).The Making of Modern Family. New York. Vintage Books
[5] "child'. The Oxford University Press. Accessed 24 August 2016.

International Convention on the Rights of the child, which is the first international legally binding text recognizing all the fundamental rights of the child. To help understand children's rights, the substantive rights in the Convention fall into three categories: **protection**; **provision**, and **participation**, sometimes called the 3Ps.

The Right to Protection

These are the rights that ensure children are protected from acts of exploitation, abuse, neglect and discrimination that threaten their dignity, their survival or their development, for example:

- Protection from abuse and neglect (Article 19),
- Protection from economic and sexual exploitation (Articles 32 & 34),
- Protection from harmful substances (Article 33) and
- Protection and care in the best interests of the child (Article 3)

The Right to Provision

These are the rights to services, skills, resources, adequate standard of living and to play: the 'inputs' that are necessary to ensure children's survival and development to their full potential; For example, children have the right to:

- Education (article 28);
- Health care (article 24) and
- Basic economic welfare (article 27).

The Right to Participation

These are the rights that provide children with the means through which they can engage in those processes of change that will bring about the realization of their rights, and prepare them for an active part in society. Importantly, the level of a child's participation in decisions must be appropriate to the child's level of maturity. These articles define children's rights to:

- freedom of thought, conscience, and religion (article 14);
- A voice in matters that affect the child (article 12) and

- Freedom of expression and the right to information (Article 13).

Especially vulnerable populations of children have additional rights:

- Children with disabilities and those without parents have a right to special care (Articles 23 & 20);

- Children of minority and indigenous populations have the right to enjoy their own culture, to practice their own religion and use their own language (Article 30), and refugee children have rights to special protections and assistance (Article 22);

- Children's rights recognize the **fundamental rights** guaranteed to all human beings such as: the right to life, the non-discrimination principle, the right to dignity through the protection of physical and mental integrity (protection against slavery, torture and bad treatments, etc.);

- Children's rights guarantee **civil and political rights**, such as the right to identity, the right to a nationality, etc.;

- Children's rights recognize that children have **economic, social and cultural rights**, such as the right to education, the right to a decent standard of living, the right to health, etc.;

- Children's rights include **individual rights** such as: the right to live with parents, the right to education, the right to benefit from a protection, etc. and

- Children's rights recognize that children have **collective rights***:* rights of refugee and disabled children, of minority children or from autonomous groups.

Chapter 2

Child Labour

What is child labour?

Many authors and organizations have defined child labour in different ways but all meaning the same thing. According to ILO, the term 'Child Labour' is best defined as work that deprives children of their childhood, their potential and their dignity, and is harmful to their physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to their children, or work whose schedule interferes with their ability to attend regular school, work that affects in any manner, their ability to focus during school or experience a healthy childhood.

Characteristics of Child Labour

- Violates nations' minimum wage laws;
- Threatens children's physical, mental or emotional well-being;
- Uses children to undermine labour standards;
- Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, and forced labour or illicit activities, and
- Prevents children from going to school

Causes of Child Labour

Child labour is a complex problem in this era. Numerous factors influence whether children work or not. Poverty is undoubtedly a dominant factor in the rise or use of child labour. Poverty is defined as the state of being extremely poor or a state of inferior in quality or insufficient in amount. In majority of cases, poor households or families on or below the poverty line have a large number of family members and they spend the bulk or much of their income on food hence forcing children into work in order to supplement their family income. Children's income is often critical to their survival.

However, despite poverty, there are many factors that are driving children to employment. These include the prevalence of HIV and AIDS. For instance, a lot of children have been affected by the HIV and AIDS pandemic. This has left some of the children orphaned and others vulnerable at a tender age. They are forced by the situation to leave or drop out of school find work in order to take care of their siblings.

Lack of education or barriers to education is also another cause of child labour. When basic education is not free, some families cannot afford to send their children to school, forcing or pushing children to work in order to survive. In some remote areas, schools are found to be kilometers away from children's homes. This affects the quality of education and teaching. In situations where parents do not know the value of education, children are sent to work rather than to school.

Another factor leading to child labour is adult unemployment. In some places, adults find it difficult to find jobs because factory or company owners find it more beneficial to employ children at cheap rates. Hence families are left with no option but to send their children to work in order for them to survive.

Effects of Child Labour

Child labour does more than depriving children of their education and mental physical development; it also steals their childhood which is a critical time for safe and healthy human development. As child labourers they are exposed to many accidental and other injuries at work and these may include:

- Inhumane work and lower investment in human capitals leading, to poor labour standards. For adults, it depresses the wages and dooms the third world economies into low skill jobs

Differences between Child Labour, Child Work and Child Abuse

There is a distinction between a child that is working and a child that is being exploited through work and a child that is being forced to work. In many countries, children are a necessary part of the economic structure of their families and take on a job while still under parental protection and work in suitable conditions.

Child Labour is defined by the ILO as work that is mentally, physically, socially or morally dangerous and harmful to children. It deprives children the opportunity to attend school or forces them to leave school prematurely. It requires them to attempt to combine school attendance with excessively long and heavy work and work that is in violation of a country's minimum age laws. In its most extreme forms, child labour involves child slavery, debt bondage, children separated from their families,

child trafficking, children exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age. Whether or not particular forms of "work" can be called "child labour" depends on the child's age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual children.

Child Work, on the other hand, refers to a positive participation of children in an economic activity, which is not detrimental to their health or mental and physical development; on the contrary, it is beneficial work, which strengthens or encourages the child development. It allows for normal schooling and does not impede the child from doing leisure activities or resting. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families. It provides them with skills and experience, and help to prepare them to be productive members of society during their adult life.

Child Abuse means treatment which causes actual harm, or places the child at risk of such harm. It includes both ill-treatment and failure to act to protect, acts of commission and omission. Child abuse is a broad term that refers to all acts that infringe on the rights of a child. It constitutes all forms of physical and emotional abuse and any other careless commercial or exploitative conduct that results in actual or potential harm to a child's physical and psychological health, survival, development and dignity.

Forms of Child Abuse

i. Physical Abuse

a. Physical abuse is not accidental physical injury to a child- ranging from minor bruises to severe fractures as a result of punching, beating, kicking, biting, shaking, throwing, poisoning, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child, that is inflicted by a parent, caregiver, or other person who has responsibility for the child.

ii. Emotional Abuse

Emotional abuse is the emotional ill treatment of a child and pattern of behavior that impairs a child's emotional development or sense of self-worth and it may involve:

a) Conveying to a child that she or he is worthless, unloved, inadequate, or valued only insofar as she or he meets the needs of another person;

b) Imposing developmentally inappropriate expectations e.g. interactions beyond the child's developmental capability, overprotection, limitation of exploration and learning, preventing the child from participation in normal social interaction and

c) Causing a child to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another.

iii. Neglect

Neglect is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development.

Neglect may occur during pregnancy as a result of maternal substance misuse and once the child is born, neglect may involve failure to:

a) Provide adequate food, clothing or shelter.

b) Protect from physical and emotional harm or danger.

c) Meet or respond to basic emotional needs.

d) Ensure adequate supervision and control of the child.

e) Ensure access to appropriate medical care or treatment.

f) Ensure that her/his educational needs are met.

g) Ensure that her/his opportunities for intellectual stimulation are met.

iv. Sexual Abuse

- Sexual Abuse involves forcing or enticing a child to take part in sexual activities. Sexual abuse covers a range of activities. Such activities may involve physical contact, including penetrative and non-penetrative acts. Sexual activities may also include non-contact activities, e.g. involving a child in looking at or production of abusive images, watching sexual activities or encouraging her or him to behave in sexually inappropriate ways. It may include use of photos, pictures, cartoons, literature or sound recordings via internet, books, magazines, audio cassettes, tapes or CDs.

v. Substance Abuse

- Substance abuse involves the selling, distributing, or giving illegal drugs or alcohol to a child.

Red Flags - Signs and symptoms of abused children

- Feel unhappy, frightened and distressed;
- Behave aggressively (including aggressive language) and anti-socially, or they may act too mature for their age;
- Experience difficulties with academic achievement and school attendance;
- Find it difficult to make friends;
- Show signs of physical neglect and malnourishment;
- Experience incontinence and mysterious pains;
- Bed wetting, sleeping problems, nightmares;
- Mood swings;
- Suicidal tendencies;
- Has unexplained burns, bites, bruises, broken bones, or black eyes and
- Has fading bruises or other marks noticeable after an absence from school.

Chapter 3

Child Labour Standards in Zimbabwe

Children's Rights legal framework in Zimbabwe

Zimbabwe has ratified all key international and regional instruments which relate to the welfare and rights of children such as the United Nations Convention on the Rights of the Child 1989; Minimum Age Convention (No.138) 1973 and Worst forms of Child Labour (No.182) 1999. At continental level, Zimbabwe ratified in 1995 the African Charter on the Rights and Welfare of Children.

Zimbabwe already has, in place, policies and a legal framework that is designed to provide quality and appropriate services for the protection and participation of children.

The Zimbabwe Constitution section 81 states that: Every child, that is to say, every person under the age of eighteen years has the right -

a) To equal treatment before the law, including the right to be heard;

b) To be given a name and a family name;

c) In the case of a child who is a citizen of Zimbabwe by birth to the prompt provision of a birth certificate;

d) To family or parental care or to appropriate alternative care when removed from the family environment;

e) To be protected from economic and sexual exploitation, from child labour and from mal-treatment, neglect of any form of abuse;

f) To education, health care services, nutrition and shelter;

g) Not to be recruited into a militia force or take part in armed conflict or hostilities; and

h) Not to be compelled to take part in any political activity and not to be detained except as a measure of last resort and, if detained,

i. To be detained for the shortest appropriate period;

ii. To be kept separately from detained persons over the age of eighteen; and

iii. To be treated in a manner and kept in conditions that takes account of the child's age. A child's best interests are of paramount importance in every matter concerning the child; Children are entitled to adequate protection by the courts, in particular, by the High Court as their upper guardian.

Other Acts that provide protection to children are as follows:

- *Children's Act* (Chapter5:06) of 1972, last amended in 2001
- The Birth and Death Registration Act (Chapter 5:02);
- The Child Abduction Act (Chapter 5:05)
- The Customary Marriages Act (Chapter 5:07);
- The Guardianship of Minors Act (Chapter 5:08);
- The Maintenance Act (Chapter 5:09);
- The Marriage Act (Chapter 5:11);
- The Matrimonial Cause Act (Chapter 5:13);
- The Domestic Violence Act (Chapter 5: 16);
- The Deceased Estates Succession Act (Chapter 6:02);
- The Customary Law and Local Courts Act (Chapter 7:05);
- The Magistrates Court Act (Chapter 7:10);
- The Criminal Law Codification and Reform Act (Chapter 9:23);
- Labour Act 28.01;
- Children's protection and adoption Act 6; and
- Trafficking in persons Act 10

☝ The Labour Act, Chapter 28:01 in section 11 provides that:

a) Minimum age of employment is 16 and 16 for apprenticeship a well;

b) Contract for apprentice shall be signed by the parent or guardian;

c) A person under the age of 18 years shall not perform any work which is likely to jeopardize that person's health, safety and morals; and

d) A person under the age of 18 years but not below 16 years may perform work at a school or technical or vocational institution as an integral part of the course.

☝ The Children's Act, chapter 5:06 provides for Inter-Alia, the protection, welfare and supervision of children which makes it an offence to exploit or abuse children in the process of involvement in child work.

a) It replaces restrictions on employment of children and young persons;

b) It defines a child in need of care as including a child whose parent or guardian makes him perform work that is likely to be hazardous or to interfere with his or her education or be harmful to his health or to his physical or mental health; and

c) It defines what constitutes hazardous labour which is consistent with the definition provided for by international human rights instruments.

Statutory Instrument 72 of 1997: provides for

a) Hours of work: A child or young person shall not work for more than six hours in any one day; for a continuous period of three hours without a break of at least fifteen minutes. No child shall perform overtime work and a child shall be entitled to at least 1 ½ days off each week, at least 24hours of which should be continuous.

b) Contract of employment: - The contract of employment shall specify, wages to be paid, hours of work, days off work and, any other benefits that may be provided for in any applicable collective bargaining agreement

- Contract shall be signed with the concern of the parent or guardian;
- A child/young person shall not be employed at work during a school term, as fixed in terms of the Education Act24:04, unless the contract concerned has been approved by the Minister.

c) Record to be kept:

- Name and age;
- Name and address of parent/guardian/social welfare officer;
- Details of terms of contract; and
- Every employer of a child shall keep the records for a period of not less than 3 years and on request shall produce such records to a labour relations officer or designated agent.

d) Prohibited employment activities in respect of children and young persons:

- Any work which is likely to jeopardize or interfere with the education of the child or young person;
- Any work involving conduct with any hazardous substance article or process;
- Any work involving underground mining;
- Any work that exposes a child to electrically powered tools cutting or grinding blades;
- Any work that exposes a child to excess heat, cold, noise or whole body vibration; and
- Any night shifts.

In addition, there are various measures which have been adopted by the Government aimed at improving the lives of orphans and other vulnerable children such as the National Action Plan for Orphans and Vulnerable Children (NAP for OVC), Basic Education Assistance Module (BEAM) and the Victim Friendly Initiative. It has, however, been noted that the current support mechanisms are not adequate to meet the needs of all OVC in the country.

However, it is noteworthy to take into cognizance that despite international conventions on Child Rights that have been ratified by Zimbabwe and the local legislature that seeks to protect the rights of children, children continue to be exploited and victimized by poor implementation of laws that and retrogressive cultural and religious practices that can lead to a life-time of poverty, denial of human rights, bodily harm and increased chances of contracting HIV and AIDS.

Strategies involved in dealing with Child Labour in Zimbabwe

The Government of Zimbabwe, with active involvement of social partners has put in place various programs to protect and advance the rights of children as follows:

1) Government has enacted and published legislation which protects children, i.e. the Labour Act section 28:01, the Children's Act 5:06 and S.I. 72 of 1997;

2) Industrial inspections – Ministry of Labour Inspection forms have a section on child labour;

3) The Government established social safety nets for orphans and children in difficult circumstances for example:

   a) The National Action Plan for Orphans and other Vulnerable Children,

   b) Basic Education Assistance Module,

   c) Children in Especially Difficult Circumstances,

4) Ministry of Labour and Social Welfare has also carried out studies to collect data and information for policy planning through:

   a) The Child Labour Survey 1999;

   b) The Labour Force Survey 2004; and

   c) The Rapid Assessment Survey on Worst forms of Child Labour 2008.

5) Legislation on Child Labour has undergone progressive review to align to the various provisions of the ratified international conventions, for example,

   - the Children's Act was amended to take into consideration the Worst Forms of Child Labour (WFCL) and makes it an offence to exploit or abuse children in the process of involvement in child work;

   - In 2003 and 2015 the Labour laws were amended to take into account inter alia, the UN Convention on the Rights of the Child and, ILO Convention no 138 and 182; and

   - The labour law reform process which also have taken into consideration recommendations from ILO on Child Labour as part of our amendments to the Act.

Zimbabwe has adopted a multi-sectorial approach in dealing with Child Labour. Zimbabwe has a Decent Work Country Programme which has Child Labour as one of the priorities. Recently, the Government established a technical committee which would be ceased with monitoring and evaluation of programmes including those to do with Child Labour.

Challenges

Despite the strategies discussed above, there is a fair share of challenges:

1. **Shortage of funding and resources** have resulted in most programs not being completed, delays which make it impossible to meet the targets. Labour Inspectors have not been able to carry out necessary inspections;

2. **Poverty** is one of the largest challenges in dealing with child labour, because according to studies, it is one of the major drivers for the escalating worst forms of Child Labour situations in the country. Surveys conducted by several researchers postulate that poverty causes child labour as this remains debatable. In Zimbabwe, Child Labour is not so open, instead most children engage in Child Labour on their own account or to help out parents make a living;

3. **HIV and AIDS** is another big challenge in Zimbabwe because it breaks down the family unit, leading to some child headed households;

4. **Ignorance of existing programmes** to protect their rights caused by lack of awareness campaigns due to lack of resources to carry out campaigns;

5. **Incapacity of social services delivery system** which leave children failing to get support services with no other option for survival but to resort to various forms of exploitative employment or income generating activities;

6. **Negative attitudes.** Some community members' negative attitude towards their children; and

7. **Exploitation of children**. Some employers resort to child labour on account of their lack of bargaining power for better wages.

Chapter 4

The Role of Teachers in ending Child Labour

The role of Teachers in Dealing with Child Abuse

Teachers do not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse. Red flags for abuse and neglect are often identified by observing a child's behaviour at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults and other children. While the following observed signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look and dig further.

The Children's Protection and Adoption Act defines a child as any person under the age of 16 while the Legal Age of Majority Act defines children as persons under the age of 18 as does the United Nations Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child. Therefore, in the Zimbabwean context, any person below the age of 18 must be protected from abuse by those people whose roles require them to do so.

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that teachers understand what constitutes child abuse and how to identify potential signs of same.

Child Abuse can take any of the following forms:

- A physical injury inflicted on a child by another person other than by accidental means;
- Sexual abuse, assault, or exploitation of any child;
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threat is from acts or omissions on the part of the responsible person;
- The wilful harming or endangerment of the person or health of a child; and

- Any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

The following are signs of Emotional Abuse in Children:

- Excessively withdrawn, fearful, or anxious about doing something wrong;
- Shows extremes in behaviour (extremely compliant or extremely demanding; extremely passive or extremely aggressive);
- Doesn't seem to be attached to the parent or caregiver; and
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

The following are Signs of Physical Abuse in Children:

- Frequent injuries or unexplained bruises, welts, or cuts;
- Is always watchful and "on alert" as if waiting for something bad to happen;
- Injuries appear to have a pattern such as marks from a hand or belt;
- Shies away from touch, flinches at sudden movements, or seems afraid to go home; and
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

These are warning Signs of Sexual Abuse in Children:

- Trouble walking or sitting;
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior;
- Makes strong efforts to avoid a specific person, without an obvious reason;
- Does not want to change clothes in front of others or participate in physical activities;
- A sexually transmitted disease (STD) or pregnancy; and
- Runs away from home.

Teachers are encouraged to report any suspected cases of child abuse. It is not for the teachers to prove whether the allegations of abuse are valid or not. If child abuse is reasonably suspected or if a pupil shares information with a teacher, leading him/her to believe abuse or neglect has taken place, a report must be made to the Head.

The Protocol on the Multi-Sectoral Management of Sexual Abuse and Violence in Zimbabwe (2010) articulates the roles of various players in combating child abuse: Here are the roles of the Head and the teacher.

The School Head

1. Facilitates formulation of an effective Child Protection Policy.
2. Establish clear communication channels for the reporting of cases.
3. Puts practical measures in place to prevent child abuse.
4. Reports criminal sexual abuse cases to the Police (or those acting in loco parentis)
5. Facilitates proper investigations of cases.
6. Takes appropriate disciplinary measures on staff and learners who perpetrate child abuse and sexual harassment.
7. Treats cases of child abuse with the urgency they deserve.
8. Reports all child abuse cases to the District Office.
9. Follows up child abuse cases and facilitates onward referrals.
10. Ensures that abused children receive proper psychosocial support and that they are adequately rehabilitated and reintegrated in the school system.
11. Liaises with all the relevant stakeholders as appropriate for each case.
12. Actively participates in child protection, welfare and survivor friendly initiatives in the community.
13. Establishes rapport between parents and guardians in order to educate them on prevention and management of child sexual abuse

The Class Teacher

1. Monitors children's social, physical and psychological welfare and identifies cases of child abuse.

2. Educates children on measures for protecting themselves from abuse within the school setting and outside the school environment.

3. Reports cases of child abuse to the Head as soon as possible.

4. Offers psychosocial and moral support to the abused child.

5. Avoids gender discrimination and enlighten children on the importance of gender parity.

6. Liaises with the parents /guardians

A child's chance to survive and thrive is greater when all people responsible for ensuring their safety and protection from abuse in general and teachers in particular play their part by carefully observing children under their care.

The following chapters are extracted from the Education International[6] manual. *'Teachers and Education Unions: Ending Child Labour. A resource manual for teachers and education unions*.

TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES; PREPARING TEACHERS ON CHILD LABOUR ISSUES

Teachers and teacher unions are positioned to play a critical role in ending child labour through a number of innovative approaches.

Teachers and school principals can promote understanding by many different groups (school children, their parents, community members, etc.) of the importance of education for all children and how child labour represents an obstacle for children's own development as well as that of the country at large.

Teachers and other educators are in a crucial position to help children acquire the necessary knowledge and skills to increase their participation so that they can exert influence in their environment. Education is a tool to break discrimination, exclusion and poverty circles.

The chapter is designed to:

1. Provide a framework defining the role and responsibilities of teachers and school principals with regard to child labour issues; and

2. Guide teachers on appropriate actions that can be used at the classroom or school level to respond to child labour and create appropriate learning environments encouraging children to stay in and complete school.

Teachers and school principals have a unique opportunity to combat child labour thanks to their specific role in educating children. This includes teaching children about the risks of child labour and creating a motivating, rewarding school experience which encourages children to attend school. Furthermore, the teacher's and education workers' daily work with children provides opportunities to identify children who

[6] Ending Child Labour, a resource Manual for Teachers and Education Unions

may be vulnerable to child labour and to influence and support children and their parents in resisting child labour.

Teachers need to be supported in this role by a framework which lays out procedures to follow, the limits of their role and support available to teachers in performing this delicate function without forgetting their many professional responsibilities and therefore demands on their time.

Teachers and school principals have numerous possible roles in relation to child labour, which include:

1. Promoting a learner-friendly school environment.

2. Identifying children who may be in child labour and those at risk.

3. Monitoring learners' attendance and learning progress.

4. Sensitizing and educating learners about child labour.

5. Guiding and counseling learners.

6. Providing life skills to enable children and young people to take responsible/appropriate actions/ choices.

7. Communicating with parents, the school community, School Development Associations (SDAs) and other structures

1. Promoting a learner-friendly school environment

Many factors relating to teaching and learning conditions, positively or negatively affect young people's attitudes and those of their parents or guardians towards education and training, and may therefore condition whether they become involved in child labour. Among the most important are: education costs; nonexistent, poor or inadequate schools/classrooms; poorly trained, paid and motivated teachers; and irrelevant curricula or language of instruction.

Governments and/or the education authorities have the principal responsibility for addressing these gaps. Collective union action by education unions using political lobbying, advocacy, collective bargaining and other forms of social dialogue, can also contribute to making the teaching and learning environment attractive and effective.

This section speaks to those actions that teachers, and in particular school principals, can take as part of their core professional responsibilities towards learners in their charge: promoting a learner friendly school and classroom environment.

Some of the children who have left education or training to enter the labour market reveal that one of the strongest factors in their decision to leave school is the attitude

of teachers towards them, especially the unequal power relationship between pupils and teachers. Pre- and in-service teacher training should therefore include a strong element of understanding child labour, the role of the education system and how improper teaching methods and discriminatory attitudes will increase drop-out rates and lead to entrenched problems of child labour.

These issues need to be understood by teachers and education workers and authorities at all levels, including Ministries of Education.

Teachers as professionals in charge of children's learning are responsible for making their school a child friendly environment and promoting conducive learning conditions, with the leadership and support of the school principal. Keeping all children in school is the best way to fight child labour. This is one of the reasons why teachers should ensure their behavior towards their pupils and their teaching methods are appropriate, respectful and learner friendly.

A learner friendly school environment and classroom, likely to encourage pupils to remain in school:

- Emphasizes the use of learner-centered, child friendly methods and values, and teaching at learner's ability levels

- Is inclusive, gender sensitive and caters for and respects individual differences among learners at school and in the classroom, notably treating all pupils as valuable individuals, regardless of their gender, ethnic origin, religion, class or other differences;

- Is a safe and secure environment, with suitable infrastructure and facilities for all learners, including girls and learners with special educational needs;

- Creates a respectful classroom where learners can ask questions without fear, feel secure and respect other learners' views and at the same time promotes discipline amongst teachers and learners, in the class and in the school as a whole that is essential to good teaching and learning, with teachers who are skilled in maintaining classroom discipline;

- Allows learners at individual and group levels to receive guidance and counselling on vocational and career choices;

- Sensitizes learners on health issues, including HIV and AIDS and sexual reproduction;

- Allows all learners access to education and the potential to fully benefit from it;

- Works with learners to develop messages on child labour and related issues that promote education, and which may be displayed in the classroom and the wider school.

These conditions will only pertain if teachers are well trained, motivated professionals, with a genuine commitment to the education of their pupils; this requires teachers to benefit from a living salary and acceptable working conditions. The teacher is an educator, counselor and role model who bring these skills and qualities to the teaching and learning process. Learner-centered teaching should engage pupils, making them active learners and matching their educational needs and learning style, rather than being based on the comfort and habits of the teacher.

Well trained, motivated teachers plan their lessons, practice good class management and discipline and are able to make learning interesting. They vary their teaching methods, use relevant examples and effective teaching aids and cater for all learners, using differentiated learning where necessary to allow slower and quicker pupils to work at their own pace. Moreover, although teachers are responsible for their teaching and behavior in the classroom, they need ongoing support, in the first place from school Heads and access to professional development in order to maximize their skills and knowledge.

2. Identifying children who may be in child labour and those at risk

Teachers and education workers are in a key position to identify children involved in child labour and who may be at risk of dropping out of school by observing their activities and behavior in and outside the classroom. The following may indicate that children are involved in child labour, although of course they may have other causes. Teachers should be aware of and look out for indications in children and young people such as those who:

- Show signs of physical weakness or injury;
- Regularly miss school, come to school late or leave early;
- Show signs of tiredness fall asleep in class or have problems concentrating;
- Consistently fail to do the required homework, revision or lesson preparation.

Teachers should be vigilant with regard to these signs in children whose siblings are known to be engaged in child labour. It is important that teacher monitoring should not be done in isolation but have the support of a network that may include teacher colleagues, education authorities, the teachers' union, school and training site administration, inspectors and agencies or experts outside the school that are dedicated to ending child labour.

Education initiatives should be linked to child labour monitoring systems under a common framework to avoid children and young people identified as at risk or those removed from child labour and returning to school falling into cracks that lead them back into child labour.

3. Monitoring learners' attendance and learning progress

Two common signs indicating that a child may be involved in child labour are irregular attendance and failing to make satisfactory learning progress. The teacher is the first person to notice if children attend classes regularly and also the best placed person to monitor learning progress.

A case study and exercise on child labour: Recognizing warning signs as a first step to action

Peter is a class five primary school teacher in Misyamo Primary school in Mbarara district, Uganda. He has been teaching in this school for the past five years. The school is located in a rural part of the country. The community earns most of its income through the sale of agricultural produce at the local market. All family members have to join hands and work together for a living.

Peter teaches Bosco, a class five primary pupil. Bosco comes late to school almost every day. Peter may or may not know why. Given the background of families in this community, most likely this is due to domestic chores every morning and perhaps in the evening. For example, a typical day for Bosco begins very early around 5:30am when he goes to work either in the banana plantation or weeds some crops growing in the gardens. Afterwards, he may fetch a 20 litre jug of water from a well and take his mother's four goats to graze in the nearby farm before he prepares himself for school. He is often punished for coming to school late. Sometimes, he is punished for not completing his homework. At times, Bosco escapes from school to go home early in order to complete some of the unfinished work on crops from the morning. He risks being punished again by Peter if he is discovered, not always obvious in a class that typically has more than 50 children in it. To make matters worse, Bosco goes to sleep late most nights, often beyond midnight because he helps attend at his mother's small bar that provides a supplement to the family's meagre income. Bosco ends a typical day very late, tired and begins again very early the next morning.

It would be useful to analyze this (or a similar) situation in your teacher training programme or professional development course or as part of a formal or informal study group in your school. Some points for reflection to guide this exercise could include:

- Why is Bosco behaving in this way: coming to school late, leaving early and failing to complete his homework? If you were Peter, how would you go about finding out- in discussion with Bosco, with other children, with his parents, with other teachers or the school principal?

- Once you knew the reasons for Bosco's poor school attendance and work, what could you do as a teacher, individually or with other members of the school team to address this behavior?

- What other measures can a teacher take to support or monitor pupils' attendance and individual concerns in order to identify those at risk of ending in child labour.

- What can the teacher do to support him monitor his pupils' attendance and individual concerns so as to identify those at risk of ending in child labour?

Teachers can use the following tools to monitor children's attendance:

a) **A class Attendance Registers**: the purpose of the class register is to keep track of which learners are present, which are absent and to observe patterns in the presences and absences of particular pupils. A class register helps the teacher to know which days certain learners are regularly absent and, if possible, why they are absent. The class register should be kept carefully and systematically by the teacher and should be regularly scrutinized by the school Principal or Deputy Principal. In this way, it is an administrative record of accountability for future reference as a basis to provide help, guidance and counseling to pupils and their parents/guardians, where regular absences are recorded. It may also provide the teacher with different kinds of information about the learners. That is, their names, family situation, religion, ethnic origin (in countries where this information may be recorded) and other particulars, which can help the teacher to know the learner better and therefore, guide the teaching process;

b) **Teacher self-evaluation**: as the teacher teaches and evaluates his/her lessons, the learners' attendance level can give some indication of their weaknesses and strengths; if there is a systematically high level of absence on a particular day, this may suggest the lessons on that day are not sufficiently engaging. This insight may help the teacher to assess and then reflect on and improve his/her own performance;

c) **Parents-Teachers association meetings, community mobilization meetings and school open days/visiting days**: allow direct interaction between parents/guardians and teachers, which can be very useful in monitoring learners' school attendance and discovering factors which affect their attendance. During these meetings, parents/ guardians can inform the teacher of important events affecting their child, and share information or express their concerns regarding their child's behavior or progress at school. Teachers can use these opportunities to try and understand the reasons for unexplained absences or behavior changes and seek to identify remedies for these in consultation with parents/guardians.

Experience from several school-based monitoring efforts points to the importance of training and recognition of the constraints on working time and conditions for monitoring to be successful.

Without specific training, support to establish some form of monitoring mechanism from the school Principal/ Director or an external source specialized in child labour, and especially without an understanding that the already crowded working time and the limited salaries in many poor countries or regions of countries need to be addressed, teacher-based child labour monitoring may not be sustainable over time.

Solutions to these problems come from higher status, better salaries and teaching conditions. Otherwise, some form of compensation may need to be built into monitoring mechanisms, as the example of Cambodia illustrates:

Good practice and lessons to be learned: Strengthening school retention through school-based child labour monitoring mechanisms in Cambodia

In Cambodia ILO-IPEC set up school-based child labour monitoring mechanisms to prevent former child labourers and at-risk children from dropping out of school. In Kampot and Sihanouk Ville districts, ILO-IPEC has worked with teachers and school administrators in primary and secondary schools to develop a school child labour warning system in project schools.

School teachers and administrators took part in training on children's rights using a resource kit produced by an experienced local NGO working on children's rights and the local child labour problem in fishing, salt production and rubber plantations. Teachers were given detailed information on these issues and how to raise awareness among children and parents and were also trained in training techniques to be able to instruct others in the same way. Teachers continuously monitored children's records of school attendance, their interests in schoolwork and their physical and emotional health. Teachers tried to integrate the issues of child labour into various subjects they taught in class. In addition, they organized special extra-curricular activities for children at risk for 2 hours a week. When they saw signs that children were regularly missing school or their school performance deteriorated significantly, they would contact the parents concerned to encourage them to help keep their children in school.

Incentive schemes were an important part of the monitoring mechanism. The teachers received a small monthly grant of money to cover transportation costs incurred in attending training and visiting parents. Because teacher salaries were very low compared to the cost of living, many held supplementary jobs. To offset the additional work and responsibilities caused by organising special sessions for at-risk children every week, monitoring and observing the children and visiting the parents and families, teachers received a monthly subsidy as remuneration for taking on extra tasks during the project.

Although promising as a way of assisting school teachers and administrators to develop monitoring of at risk children, concerns have been raised about long-term sustainability of the programme after ILO-IPEC funding ends.

Source: ILO-IPEC: Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour.

Monitoring mechanisms are important tools to identify vulnerable children and young people. However, the normal work expected of teachers as professionals to monitor children's learning progress by using continuous formative assessment may also help prevent school dropouts and child labour. This includes all the assessment activities that take place in the classroom, from the day-to-day questioning by

teachers, through to periodic formal assessments, which provide opportunities for learners to show they can combine all their learning to date.

Continuous formative assessment is integrated within the curriculum and promotes assessment for learning in the classroom, in which both teachers and learners are learning through the assessment process.

Continuous formative assessment involves:

a. Sharing learning objectives and success criteria with learners;

b. Helping learners know the standards they are aiming for;

c. Providing feedback that helps learners to identify improvement;

d. Both the teacher and the learner reflecting on learners' performance;

e. Learners learning self-assessment techniques to discover areas for improvement;

f. Recognizing that motivation and self-esteem are crucial for effective learning and progress and can be increased through effective assessment techniques.

The many different types of information which can be used to assess children's progress, both individually and as a class are:

a. Observation of a child/group working;

b. Questioning;

c. Child-to-child discussion;

d. Child-to-teacher discussion;

e. Matching of key concepts to definitions to show understanding;

f. Demonstration through class presentations;

g. Drawings, labelled diagrams, graphs, models, drama, games (e.g. true/false), quizzes, multiple choice questions;

h. Peer assessment, self-assessment;

i. Completion of worksheets, completion of written work;

j. Role-play;

k. Oral and written tests.

Recording this information is essential. Just as keeping a class register enables to monitor pupils' attendance, keeping accurate records of their continuous formative assessment enables the teacher to monitor learning progress. This then provides the basis for identifying potential problems and deciding on necessary actions, such as remedial lessons or discussions with parents/ guardians, before it is too late.

4. Sensitizing and educating learners about child labour

Particularly in environments where children and young people are vulnerable to child labour, teachers, support personnel and school principals have an important role to sensitize and educate children about their rights and responsibilities and about child-labour and its negative consequences. In order to do this effectively, the teacher should have a clear understanding of the subject

The curriculum in some countries extensively focuses on the questions of rights and responsibilities. Whether this is the case or not, although understanding of rights and responsibilities varies between different cultures, it is important that teachers focus on the links between the two concepts, especially that rights come with responsibilities and responsibilities with rights. Children and young people need to think about and understand the concept of rights and responsibilities, not just to be able to recite a list. Once they have grasped the concept, they may be able to suggest examples of rights and responsibilities on their own. These may include (the list is not exhaustive):

Rights

a. Access to quality education

b. A life of dignity without exploitation

c. Expressing their feelings and beliefs freely in a democratic society

d. Eating healthy, having access to health care, shelter and other basic needs

Responsibilities

a. Being able to identify oneself to adults – name, personal details, family, and residence

b. Taking care of one's personal hygiene, health, appearance and possessions

c. Participating in household or family chores that are central to family welfare but do not prevent education or training

d. Attending school daily, on time, following lessons and doing homework

e. Reporting any form of child abuse, including sexual harassment, to a responsible adult (teachers, parents/guardians, the police, as appropriate).

Where foreseen within the defined curriculum and using methods learned in teacher training and professional development programmes, (including this handbook), teachers can deliver lessons which explicitly focus on child labour and on children's rights and responsibilities. However, often, teachers do not feel able to teach subjects which are not explicitly covered by the curriculum. In this case, it is still possible to sensitize children on the negative effects of child labour and to make them aware of their rights and responsibilities.

These themes and messages can be incorporated into many class activities, without neglecting the curriculum or school programme. In particular, reading and writing activities (such as creative writing) and speaking activities (such as drama and debates) can be used. Teachers and school principals or directors can also ensure the message about child labour is reinforced during school assemblies and other meetings. More information and examples are given below:

Assembly messages: Information related to child labour and its negative consequences can be disseminated to learners during school assemblies or other meetings. The language used should be accessible and understandable by the children and young people and should be age-appropriate. Colorful and thought provoking language may be used to get the message across; however, this should not be inappropriate or frightening to children.

Poster messages: carefully worded, thought provoking messages can be printed on posters and placed strategically and visibly around the school and related areas (dormitory/sleeping areas or recreational spaces, if separate from the school buildings). Impact will be increased if the posters appear at the same time as the message is delivered in assembly or other meetings.

Debates: debates may be used either as part of literacy and oral expression classes or after-school activities. Regular debates encourage learners to research on topics, obtain objective, up-to-date information and formulate arguments in favor of or against particular positions. Learners can take turns being the main speakers but all learners in a class can prepare a number of key points they wish to make. Debates may take the form of competitions between classes, streams or schools, boys versus girls, or upper classes versus lower classes to break the monotony of always debating within the same groups. Where appropriate, rewards may be awarded to the best participants, in order to motivate and thank all participants for participating. However, care should be taken not to focus exclusively on the 'prize-winning' students: less able students should also be encouraged to think about the issues and prepare their arguments.

Drama: Drama is an excellent way of developing pupils' capacity to express different opinions and points of view and to affirm and defend their rights. Even timid pupils may find their voice in this way and become more able to assert their rights. Themes related to the rights of children and young people versus child-labour may be acted out, possibly in the form of inter-class drama competitions. It may be possible to take these performances into neighbouring schools or to perform them for the wider community. This may be accompanied by music and dancing. Teachers should

encourage full participation of all class or school members and the use of locally made materials as props and costumes while acting out plays relating to the theme of child-labour.

Formation of writers' clubs/circles: During literacy or creative writing lessons, or in after-school clubs or circles, teachers should encourage children to write about their own and other people's experiences related to child-labour. Their accounts may be biographical or fictional, depending on their experience. They may share their writing with other pupils and respond to one another's accounts. Teachers should be prepared to deal with sensitive and personal information and experiences which may be revealed by pupils in this way and may decide to follow up with individual pupils who have difficult stories to tell. If teachers do not feel able or trained to provide the necessary support, they should seek guidance and support from their school Principal/Head or Deputy Principal/ Head or from an education union representative specializing in child labour issues.

Examples in lessons: during the various subject lessons (mathematics, history, geography, health, social studies, etc.), where appropriate to the subject matter, teachers may use examples related to child-labour and its consequences for emphasis. These should be carefully chosen to illustrate the point naturally, not contrived.

Arts: art and craft lessons, and other lessons in expressive arts such as music and dance, can all be used by teachers and pupils to express their feelings about child-labour and help underline the main messages.

Teacher to-teacher communication: teachers may sensitize their colleagues about the practices and negative consequences of child-labour and abuse in professional meetings and in day-today conversation, speaking openly about this issue. School principals may provide leadership by sensitizing teachers and ensuring this question is seen as a priority within the school.

Gender equality: given the overlap between questions of child labour and gender, especially in domestic labour which is more often done by girls in the absence of child care systems, class work and discussions with a focus on gender issues may naturally be extended to include discussion of child labour issues.

Teachers as role models: teachers and school principals should make sure they do not abuse their positions and promote child labour. Sometimes teachers have used their status as teacher to make pupils perform domestic tasks for them, either during class time or after classes, such as fetching water, collecting firewood, digging their gardens or other small favors depending on the local context. Suggesting that pupils should perform jobs for them, either in exchange for good marks or simply because of their position, is unacceptable professional behavior by teachers or other education workers, and it undercuts the message delivered by other learning activities.

5. Guiding and Counseling learners

Where a teacher discovers that one or several learners are affected by child labour and/or abuse, he/she may offer basic advice and counseling to the children or young people. Teachers should receive training to perform this delicate task and should be supported by their school Principal/Head or Deputy Principal/Head or by an education union representative specializing in child labour issues. Teachers should not attempt to go beyond the limits of their competence and training and should seek help and support where necessary.

Where the situation is complex, and intervening might put either the child or the teacher at risk, the teacher should take advice before acting and should be accompanied by the Principal/Head or Deputy Principal/ Head or a teacher's union representative, who have themselves received adequate training, when attending any meetings or discussions with the parents or employers of the children affected by child labour and/ or abuse.

In less delicate cases, a well-trained, well-prepared teacher may carry out effective guidance and counselling of learners affected by child labour. When talking with students who are also workers, teachers should show they understand the difficulties and pressures they face and work with them to develop strategies to leave child labour, for example, deciding what to say to parents or employers and how to withstand pressures to remain in child labour. It is important to adopt the right attitude towards learners. Teacher should:

a. Feel and demonstrate empathy and respect for the learner.

b. Behave sincerely with the learner and give only constructive responses

c. Be able to make a preliminary assessment of the needs of the learner and offer support in the short term, and then seek advice, guidance and support in how to follow up. Alternatively, and as appropriate, the teacher should arrange for appropriate follow-up from a qualified source (a professional counselling service, doctor or other health professional, social worker, specially trained union resource person, etc.) as necessary and available.

d. Continue to support the learner during the entire counselling process.

6. Providing life skills to enable children to take responsible/ appropriate actions/choices

Teachers can support learners in acquiring life skills to help them cope with different situations that might, otherwise make them vulnerable, drop out of school and subsequently end up in child labour. Although it is by no means the case that children always decide to enter child labour, where there is a risk of children coming under

pressure to make such a decision, such information and skills can help learners to make informed decisions, supporting them to resist peer pressure or pressure from adults, being assertive whilst responding to adults respectfully.

Life skills useful in resisting child labour include, but are not limited to:

a. Awareness of the risks which generally lead to pupils falling into child labour and dropping out of school;

b. Personal management skills; and

c. General social skills.

Promoting awareness of the risks of falling into child labour enables children and adolescents to recognize and challenge perceived ideas about child labour in their culture. Training in critical thinking skills through coaching, discussion and role play enables children and adolescents to resist pressures to become child labourers. Personal management skills teach children and adolescents how to set goals, make decisions, analyze problems and consider the consequences of their actions before making a decision.

They learn that they do have real choices and how to affirm these. General social skills teach children and adolescents to communicate effectively, including with people who may be attempting to force them into child labour, and state their position clearly and firmly, avoid misunderstandings. They learn to respond to requests or orders and take part effectively in conversations. Life skills training teaches students that they have choices other than passively accepting the will of adults who wish to make them work abusively.

Teachers need to be thoroughly sensitized and trained to support learners in acquiring the relevant life skills to resist child labour. Once trained, teachers may consider using some of the following activities to promote life skills:

a. Integrating the acquisition of life skills in regular teaching and other school activities, particularly literacy, creative writing and oral exercises. These may include debates, drama, class discussions, producing mock-press releases, reviews, songs, plays, diary entries, poems, interviews, letter writing, experience sharing, puzzles, games, illustrations, cartoons, maps, charts, photographs and audio-visual activities;

b. Use of resource persons, particularly with personal experience of child labour, to give talks to learners about child labour and how to avoid/combat it;

c. Organizing exceptional classroom activities or special workshops such as essay or story writing competitions or community based radio programmes and talk shows;

d. Integrating the acquisition of life skills into other school activities, such as assemblies;

e. Drawing up an action plan to enable pupils to identify and document the skills they will use to resist child labour if approached. One example of remedial teaching and helping children develop more positive attitudes towards schooling in order to confront t child labour in Indonesia is provided in **the** box below:

Union good practice: Education for children working in the footwear sector in Bandong, Indonesia

Out-of-class support to schooling, whether academic or extracurricular in nature, has been shown to be effective in retaining children involved in child labour in school. In Bandong, Indonesia, many primary school children worked in the footwear industry and were often absent from class which affected their overall performance and results. Many abandoned schooling after primary education. The Teachers' Association (PGRI) of BojongloaKidulsub-district started remedial courses for children outside school hours, to help them with the subjects to be tested in national examinations. The PGRI managed to involve alumni students in the programme as a way to provide good and motivated role models. The teachers, alumni and community leaders were given detailed briefings. Remedial classes were held three days a week with three hours of instruction per day. A group of teachers and alumni students prepared the course content and materials based on learning packages developed by the Ministry of National Education and discussions with various stakeholders.

By the end of first phase, 78% of children aged 12 to 14-years-old who participated in the remedial course, all of whom were child labourers, continued on to state junior high school, 13%continued on to Islamic boarding school, while only 9% did not continue their education. The latter group, including orphans and very poor children, admitted that they still worked to earn money. In the second phase, nearly twice as many students (almost evenly divided between boys and girls) from grades 4, 5 and 6 benefited from the remedial courses, the vast majority children from poor families.

There was a shared commitment motivating all parties to support the remedial classes; "pride" in the programme also became a motivating force among the children. The success of the project's remedial classes had a positive knock-on effect on the overall achievement of the primary school students in the BojongloaKidul sub-district, as shown through the increasing number of children who continued in higher education and the improvement of their performance in the national final exams.

Source: ILO Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour 2013

7. Communicating with parents, the school community, PTA and other structures

Teachers and education workers are not alone as adults in combating child labour and should not feel isolated in this role. Working through their union or directly as appropriate to the situation, they should liaise and communicate fully with other stakeholders, beginning with parents/guardians, the school community, Parent Teacher Associations (PTAs) and other structures such as school councils or school management and development committees.

Teachers may also liaise and communicate as appropriate with other key actors and structures in the wider community, which play specific roles linked to the school, including local councils in charge of children's affairs, community-based and other Civil Society Organizations, Government child welfare staff, police or other trade unions.

Through their outreach and communication work, teachers, school Principals/Heads and Deputy Principals/Heads can provide guidance and counselling on child labour issues and children remaining in education to parents, fellow teachers and members of the community most directly involved in the school. That is, members of PTAs and the school management committee, especially through meetings and special school events or speech days. These provide opportunities to discuss topics such as:

a. The importance of equal opportunities for girls and boys;

b. How to support children who have to travel long distances to and from school;

c. How to support the teaching and learning process; and

d. The need to show love and concern to all children.

Sensitizing other adults on child labour issues means they are more likely to be supportive of teachers in their work with pupils on the same issues.

Close liaison with parents/guardians on the issue of child labour is vital, in order to stress to parents/ guardians the importance of regular school attendance and avoiding child labour and for parents/guardians to reinforce this message with their children. Unless parents/guardians are convinced of the importance of regular school attendance and the evils of child labour, merely targeting pupils will be a losing battle.

Teachers can use individual meetings with parents and collective occasions such as PTA meetings, community mobilization meetings and school open days/ visiting days to sensitize parents/guardians on this issue. The example from Cambodia (Box 2.4 above) illustrates how teachers' visits to parents and guardians of children who were regularly missing school or whose school performance had deteriorated significantly can have an impact.

The school Heads/school council/management committees and PTAs have a key role in making the school a child friendly and safe environment. Without support from this level, nothing will be fully achieved. Whereas teachers have direct responsibilities for the learners in their classrooms, the school Heads and school councils are responsible for linking the school to the wider community and ensuring support and cooperation. It is therefore essential that they support and cooperate with any school level campaign or action to combat child labour.

The school management committee and the PTA should help school principals/directors, deputy principals/directors and teachers in planning, organizing, guiding, controlling, coordinating, and budgeting campaigns or actions against child labour and for education. The engagement of all stakeholders in monitoring and evaluating such activities taking place at school can make a significant difference in success or failure, hence the importance of communication and outreach of teachers and school directors with these stakeholders.

8. Summing up: Training and partnerships in helping teachers with child labour work

This chapter has emphasized the important roles that teachers and other education staff can play in the interlinked goals of providing quality education for all learners and helping to prevent and end child labour. Central to success are two concepts – careful training and strong partnerships between teacher unions, teacher training programmes, education authorities and specialized agencies dealing with child labour. The resulting training programmes address many if not all of the multiple roles and responsibilities that teachers and education workers are asked to assume in the worldwide effort to put an end to child labour. Two examples from Brazil and Chile are cited the box below:

Teacher training - Building the capacity of national institutions to combat child labour: Good practice from Brazil and Chile

Working with education associations to strengthen teacher training has been a successful strategy in mobilising teachers to combat child labour. Brazil's "National Programme to Eradicate Child Labour" (Programa de Erradicacão do TrabalhoInfantil - PETI) has trained teachers and education workers on child labour issues and skills as part of the national programme Jornada Escola Ampliada, the "extended school day", with technical and financial support from ILO-IPEC. Ministries of Education and the local education authorities assumed responsibility for the design of their own teacher training programmes and materials on child labour issues as part of the extended school day programme's implementation. This aimed to reduce the likelihood that children would combine work and school and to free up adult household members for work, job training or other productive activities. The training modules included: extended learning opportunities; capacity-building for cultural development through workshops in theatre, plastic arts, popular and recreational games; citizenship and family; and body art and culture. In this latter module, training participants tried out their newly acquired skills to organise classes for learners.

More than 500 education professionals took part in the training programme, including teachers and other educators, early childhood care workers, social workers, officials in municipal secretariats responsible for social assistance and education, as well as those from the national PETI programme.

In Chile, the education union, Colegio de Profesores de Chile, organised a national seminar to design and validate tools and methodologies for teacher training and a series of teacher training workshops on child labour issues aimed at mobilisation and capacity-building within the union for long-term action. The programme also benefitted from ILO-IPEC support, with the collaboration reinforcing the support of the education union for the national campaign against child labour. A three-module workshop programme was designed which highlighted respectively children's rights, the invisibility of child labour and teaching activities for its prevention and elimination. The training was complemented by two support manuals: one on the process of awareness raising, including theoretical background and information about support for teachers; and the second including teaching materials and examples of classroom activities. The feedback from teachers was very positive. Some 350 teachers attended workshops held in different regions of the country.

In both countries, the training-of-trainers (TOT) approach was central to the delivery of teacher training: The trained teachers became a group of experts who acted as catalysts for change within the education system. The success of this approach owes much to the careful selection of teachers to be trained as trainers; the skill of individual trainers; the suitability of the training materials; and an effective mix of classroom and field-oriented training activities. In Brazil, TOT workshops using the four-module training programme were organised for education professionals and administrators in two states. These trained educators became multiplier agents in 60 different project sites involved in the extended school day programme. In Chile, the national seminar was also based on a TOT approach. Participants drew up a regional and national map of the distribution and classification of child labour, based on which the teachers' union designed a teacher training plan covering all regions throughout the country. The trained union members then organised series of training workshops in their respective region. The education union formed a national consultative committee for the prevention and elimination of child labour after the teacher training programme. Thirty-four teams of trained teachers were established in different parts of the country to create a network for prevention and self-management.

Source: ILO-IPEC: Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour

Chapter 6

The Role of education unions in putting an end to child labour and supporting Education for All

The target groups for this Chapter are union leaders and members, focusing on the union's own membership. The Chapter has three objectives. It is intended to:

1. Help education unions and their members to better understand the concept of child labour its consequences for**:**

   a. education and workers' conditions;

   b. the development of children and adolescents; and

   c. the lack of decent work for adults and overall national development.

2. Demonstrate why education unions are well placed to contribute to the elimination of child labour through education for all

3. Guide unions on actions that can be undertaken in the response to child labour and universal access to good quality education and training.

1. Why should my union be concerned about child labour and education?

Historically, education and other unions have played a central role in campaigning for free, compulsory education of good quality and for an end to child labour, side by side with other trade unions. There is a clear link between achieving universal access to education and the reduction of child labour – when children and adolescents are principally in education or training they are not in child labour. Where there is no child labour, parents may have better opportunities for decent work and higher incomes, families are less a prisoner of poverty and children and young people have better chances of going to school.

All children completing at least basic education means:

a. A better educated community or nation able to contribute to economic and social development;

b. Improvements in public health as a result of higher education levels;

c. A better educated, less vulnerable workforce, with improved work and employment opportunities and higher incomes; and

d. Basic literacy and numeracy for a more democratic society.

Putting an end to child labour through 100% access to free, compulsory, good quality public education is a "win-win" scenario for everyone, especially education workers and unions.

When every child has a basic education, more young people will need secondary and higher education, and there will be more pressure on governments to find the resources to properly train and hire the teachers to make sure this happens. There will be a larger pool of educated young people to become teachers, helping to reduce one of the big factors behind teacher shortages in many countries. Families will see the greater value of education for their children's future, and lobby the government for the resources that make better schools and classrooms.

The issue is particularly important for girl children, who are often obliged to take on responsibilities for younger ones in places where education, early childhood education and day care are not available.

For all of these reasons, education unions have a vital interest and can ensure leadership in countries and communities by making child labour one of their principal advocacy and collective bargaining issues. It is also important to work with other trade union and education allies to reinforce the point that good quality education for all and zero child labour is fundamental to ensuring decent work for adult workers.

To reach these objectives, it is vital that the union has a training or capacity-building programme for its membership so as to take ownership as part of the union agenda at all levels: national, regional, branch/district, sub branch and school level.

One union good practice example is presented in the box below:

Box 1.1 Union good practice: Expanding education investment and working against child labour in Brazil through political alliances

CNTE of Brazil has previously been heavily involved in political lobbying, allied with like-minded education action groups, to support innovative education funding programmes - Bolsa Escola/BolsaFamilia that provide income support to poor families who ensure their children attend school, the basic education and teaching improvement fund (FUNDEF), and its successor, FUNDEB. These special funding programmes provide resources to support education and improved teacher salaries and status in poorer regions of Latin America's largest country. The two funding programmes have been credited with improving numbers of working teachers, teacher preparation, and salaries, as well as enrolments in rural areas. Building on this success, CNTE was part of a broad political movement that led to the approval in 2012 by the National Congress of a target of 10% of GDP devoted to education within 10 years as part of the National Plan for Education (PNE). If the target is realized, Brazil would have the highest level of education funding in the world.

Although far from being finally approved as renewed demonstrations by the education union in 2013 have underscored, the achievement came about through a strong national political lobbying effort using public demonstrations, social networks, media campaigns and by extensive contacts at all levels of society

Sources: EI Website: "Brazil set to spend 10% of GDP on public education", 9 July 2012; ITUC/GUFs/ACTRAV Manual on Child Labour: "Interview with Juçara Vieira"; ILO-IPEC: World Report on Child Labour, 2013;OECD: "Brazil: Encouraging Lessons from a Large Federal System' in Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States, 2010; Ratteree, B: "Social dialogue in education: National good practices and trends", Background paper for discussion at the 11th Session of the CEART (Geneva, 2012, unpublished).

2. Leading the way: Demonstrating why education unions and members are well placed to contribute to the elimination of child labour

Education unions have a fundamental professional mandate to help ensure universal access to and completion of quality education for all children. It is part of their reason for existing, as international standards such as the ILO/UNESCO Recommendation on the Status of Teachers, 1966 and the EI Declaration on Professional Ethics underline. Responding to barriers that hinder the achievement of that goal and the causes of child labour is one of the most important tasks of an education union.

Education unions also benefit from engaging in efforts to tackle child labour:

a. The unions become more visible in schools as they offer precious support to their membership on an important education policy question, but one that is difficult to deal with as an individual faced with many competing job requirements and stresses;

b. Unions may gain membership through such a response as they interact more closely with actual and potential members;

c. At national, regional or local policy level, the unions may improve their position as a voice on serious issues that affect the nation and local communities by using social dialogue to go beyond the traditional engagement in salaries, pensions and labour conditions of members;

d. Unions may build capacity in outreach, campaigning, lobby and advocacy to various political and other actors – politicians, town mayors/village chiefs, employers, Civil Society Organizations, faith-based and other leaders, which skills and political alliances can be used for other union issues. A union good practice illustrating benefits of union engagement on education and child labour is presented in the box below:

Union good practice: SNE-FDT in Morocco works to end school dropouts and child labour

The Moroccan education union SNE-FDT, supported by the Dutch education union AOb and the Stop Child Labour Campaign launched a programme in the city of Fes in 2004 to prevent children from dropping out of school. The successful programme is now implemented in five regions of Morocco, involving over 21,000 children in 30 schools. SNE-FDT assists its members to understand and address child labour issues through professional development programmes and union-run workshops on children's rights and pedagogical issues (communication techniques, techniques for monitoring individual cases, ending corporal punishment). In addition to working directly with teachers, the union engages with pupils, parents, education authorities and civil society organizations to make schools more attractive by improving the school environment (clean sanitary facilities and refurbished classrooms, new equipment and libraries), the organization of cultural and sport activities and even basic literacy courses for children's mothers.

The programme also provides support classes, as well as reading glasses for children with eyesight problems. Children are reported to be enthusiastic about their renewed educational possibilities. Teachers report that their teaching methods, understanding and empathy with children's needs, as well as relationships with parents have improved significantly as a result of the programme. Principals and teachers now actively seek meetings with parents to convince and arrange financial support for family decisions to avoid children dropping out. Over 3 years of the programme's functioning, the drop-out rates in the targeted schools have been reduced by over 90%, and "the image of the teacher union has also greatly been enhanced," according to AbdelazizMountassir, member of SNE-FDT and EI's Executive Board.

Sources: EI, Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice, 2013; EI World Day Against Child Labour Website video; ITUC/GUFs/ ACTRAV Child Labour and Education For All Manual

Leading the way also means that union leaders and members act as role models: union leaders and members should adopt and rigorously apply an ethical code or its equivalent on not using child labour themselves, for instance, abstaining from use of child domestic workers and refraining from using products which are known to be produced through exploitation of children. If the union or its members are shown to be hypocritical on this point the union's credibility and good work on other fronts is likely to be seriously undermined.

A code of ethics on this issue may be included in the union's overall code of ethics or conduct for members, and/or included in union training programmes

Union good practices: Codes of conduct or other measures on child labour

In Cambodia, NEAD's code of conduct has an article that bans its members from using child labour or from sending their own children to work. If they break this rule, they risk having their membership suspended or cancelled. In Haiti, CNEH does not have a code of conduct, but when teachers are trained on the issue of child domestic workers CNEH insists that its members set an example by not employing them in their own homes.

Source: EI, Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice, 2013

3. Union actions that can be undertaken in the response to child labour

A number of actions that unions have successfully employed or could employ in their efforts to eliminate child labour and promote universal access to quality education are set out below. These actions can be grouped into four major kinds of activities:

a. Internal awareness raising, policy and capacity building

b. Research and documentation

c. External awareness raising, advocacy and lobbying

d. Collective bargaining and other forms of social dialogue

A. Internal awareness raising, policy and capacity building

Sensitizing union leaders and members on the issues

One of the first and most important steps a union should take is for sensitization or awareness raising and orientation training of education worker/teacher union leaders on the concepts of child labour, children's rights and Education for All. Depending on their levels of responsibility and actions to be taken, union leaders and members should be aware of:

- Child labour and children out of school as a fundamental violation of human rights and the rights of the child;
- The magnitude and numbers of child labour cases in the country;
- Which economic sectors and geographic areas are most likely to have child labourers?
- The consequences of child labour for education, decent work and poverty in the regions affected or the country as a whole; and
- The measures the union should and could promote at national, sub-national or local level to achieve universal, free, basic education, including early childhood education, as a means of preventing and ending child labour.

It is especially important that national, regional/ district/local union leaders understand and accept the importance of these issues, what causes child labour and the ways to help end child labour through education. Even if resources are limited and the union leadership is stretched to do all the tasks that members expect, it is useful to create a dedicated working group or appoint a focal point on child labour at the various union leadership levels that can help focus union members' attention on this issue on a permanent basis.

Union policy and programme of action

From awareness that child labour is integral to the union's concerns and the reflections of a union working group or focal point, the union leadership should develop and seek to apply a union policy on the issue that will become the union's public window to the world.

In addition to grounding the issue within the union's core interests, a policy that is actively promoted and applied in union work enhances the view from education and workplace stakeholders plus the wider community that the union is concerned with more than just "bread and butter" issues such as salaries and working conditions. As part of the larger sensitization of members and to help ensure that the results are grounded in the member's own realities, a child labour policy should emerge democratically from the base through the annual conference or meetings of union stewards or representatives at the appropriate level rather than a "top down" decision of the national leadership without membership engagement.

To be comprehensive, the union policy should address the issues of universal access to quality public education and training and measures to prevent and end child labour, in both cases within the capacity of the union to act. It will want to include reference to compulsory schooling and attendance, the importance of early childhood education, educational financing, the status and conditions of teachers in line with international standards on teachers (see Introduction), minimum age for employment, what is meant by child labour in the national and local contexts and the union's recommendations to its membership and to various actors/stakeholders on how to prevent and put an end to child labour, with special emphasis on the role of education and training workers.

A policy is only as good as its application; hence the need for a union programme or plan of action on child labour that can become the blueprint or roadmap for the union's various internal and external activities. Ideas for the programme of action may emerge from the working group or focal point but should be decided by the membership and defended by the leadership against many competing (and often top) priorities for union resources.

Capacity building

Unions with multiple staff resources should also build awareness and capacity of paid staff to respond on child labour issues even (especially) where staff have other responsibilities. A short workshop on major child labour issues for all staff increases the chance that these issues will be integrated in all of the union's work, contributes to the necessary linkages for coherence in various union activities in line with the union's policy on education for all and child labour, and helps to avoid potentially embarrassing contradictions between public positions and activities of the union on child labour and other core interests.

Building union capacity on the twin issues of education for all learners and ending child labour has several goals, among which enhanced capacity to:

- Raise and utilize resources, especially where union funds and staff are limited;
- Increase awareness as part of union outreach to target groups and partners;
- Conduct and effectively utilize research and information in designing programmes including advocacy and membership training;
- Engage effectively in advocacy with government and other players; and
- Use collective bargaining and social dialogue mechanisms with employers, public and private, on these issues.

Union membership: awareness-raising and training

Once union leadership and staff are on board and committed, the same actions need to be taken with union membership. Sensitization or awareness-raising of union membership may be through preparation and dissemination of information on the child labour and education for all plus the union's policies and programme of action on these issues to the entire membership to make clear their importance. Various forms of communication can be effective, depending on the union's resources, structures and the geographic dispersion of the membership (these may not be the only ones):

- Articles in union newsletters or magazines where these exist;
- Specific information packets and posters or similar campaign materials;
- Union label souvenirs or mementos - calendars, diaries, writing materials-writing pads or notebooks, pens, pencils, etc.;
- CDs or other information and computing platform materials; and
- Audio and visual means - radio or Internet messages or use of social media, particularly important for young members.

To enable union membership to fully respond in schools and training sites as groups or as individual representatives of the union, information resources need to be combined with training activities – workshops or seminars, either separately or integrated in larger union meetings such as the national or regional/state/province conference, or short courses in union-run professional development sites. Several goals may be reached in such training:

- Information to members to the point that they think about and integrate education for all and child labour in all their union activities;
- Provide the skills and tools to members so that they can monitor children at risk and advocate for measures that help end child labour;

- Help members understand the value and plan to participate in local, national or international campaigns on the right to education, the importance of early childhood education, teachers' rights and on child labour, including events such as child labour days, World Teachers Day, the Global Action Week (GAW) led by the Global Campaign for Education and World AIDS day;
- Provide members with the information resources that they can quickly obtain for use in advocacy or other work, from national (the union or child labour organisations) and international (EI, and international organisations like the ILO and UNESCO on Conventions and standards);
- Understand and apply collective bargaining and other forms of social dialogue to education and child labour work. A union good practice example of training results is provided below:

Union good practice: FSASH and SPASH of Albania train and support members for action on child labour

The unions in Albania have concentrated training on child labour on the six districts that account for over 45% of school dropouts in the country. Teachers trained in the programme try to identify the pupils at risk of dropping out and those who no longer come to school. Teachers set up monitoring groups in the schools, made up of teachers, pupils and parents (mainly the members of the parents and pupils' committees). Each group monitors a certain number of children who have either dropped out of school or are at risk of doing so. The monitoring group' task is to identify the reasons for dropping out, how to collaborate with the child's family, the people capable of influencing the parents or the child, the problems experienced in their community, and related issues. After getting to know in detail the situation of pupils who are at risk of dropping out, the group works with the pupil and their family to persuade them to come back to school. Some form of ad hoc aid may be provided for the poorest families. The union meets regularly with the monitoring groups to evaluate their progress: how many children have come back to school and the problems encountered. Despite many challenges, since 2002 the unions estimate that over 2,000 children have returned to school thanks to the education unions' work and more than 4,000 at risk pupils have remained in school.

Source: EI, Interview series on Child Labour, International Conference on Child Labour organized by EI/GEW/AOb, 2012.

Mobilizing resources and building partnerships

Especially where the union's resources in general are limited and competing priorities numerous, a programme of action on child labour and quality education for all learners will require extra-union resources. Building partnerships at all levels is a key to mobilizing the necessary resources. This may be the task of many union levels – leadership, staff, and membership – but will certainly be aided if a child labour working group or focal point can identify where and with whom to start.

Resource mobilization may focus on several levels simultaneously and knock on many doors:

- At the local or regional/state/province level, with civil society organisations, pressure groups and children's education and welfare services; At national level with government agencies and sympathetic employer's organisations, national foundations or trusts dedicated to preventing and ending child labour, along with alliances of sister and brother unions in other job sectors, teacher training colleges and other organisations responsible for teacher education, ministries of education and of labour, other agencies committed to developing a national policy regarding the elimination of child labour;
- At international level (and working with their local or national representatives as appropriate) with international trade union federations, specialized non-governmental and inter-governmental organisations of the UN system, and private foundations with a global focus on the issues.

At the international level, cooperation to work on ending child labour as part of the quality education campaign will naturally begin with EI and through it with other Global Union Federations (GUFs) and the International Trade Union Confederation (ITUC). This will be a logical extension of alliances at the national level with the GUFs national affiliates and national trade union centers. An example of regional cooperation that helps boost the resource capacity at national level, supported by the Stop Child Labour Campaign, EI and key affiliates are shown in **Box 1.5.**

Financial and technical support can also be mobilized from many international organizations with dedicated programmes on child labour, especially ILO, UNICEF and UNESCO. These organizations variously recognize the value of national education unions which give teachers a voice in education decisions linked to child labour as integral to extending the reach of their own work to get young people out of child labour and into education or training; hence they are willing to provide support to unions and may be called upon as part of union resource mobilization. One of many examples of cooperation with the ILO is briefly outlined in **Box 1.6.**

Box 1.5 Union good practice: EI support to African education union capacity building on child labour

Beginning in March 2013, EI has financially and technically supported a project involving its national affiliates in 5 African countries - Ghana, Mali, Morocco, Senegal and Uganda - to enable teaching unions in the five countries to join the "Omar's Dream" coalition, a Hivos/Stop Child Labour project financed by the Dutch Postcode Lottery, that seeks to create child labour free zones. As part of partnership building, capacity development and awareness raising campaigns to link quality education with the end of child labour, EI support enables:

- The unions to organize national workshops on joining national alliances;
- A sub-regional workshop for the five target countries' national coordinators to share their experiences.
- National union representatives' participation in regional/international conferences and exchange programmes to support and share best practices

Monitoring and evaluating union progress

As with any programme, the union should periodically take stock of progress on reaching its objectives or not.

Box 1.6 Sensitising Teachers to the Problem of Child Labour and the Importance of Education through the ILOIPEC Teachers' Kit and Teacher Training

ILO-IPEC has for many years acknowledged the key role of teachers and education personnel by cooperating closely with Education International, along with international organisations concerned with education and children, UNESCO and UNICEF. One of the by-products of this cooperation is a tool for action for use by education workers entitled "Child labour: An information kit for teachers, educators and their organisations" (see also References at the end of this Manual). This information kit is designed to raise awareness of the nature and effects of child labour. The presence of a strong teachers' organisation, with human and financial resources to apply to this problem, has been essential in the success of this practice. For example, the Brazilian implementing agency, "Centre for Studies and Research in Education, Culture and Community Action" (Centro de Estudos e PesquisasemEducação, Cultura e AçãoComunitária)), is an EI affiliate. Its national network of 29 branches was mobilised to apply and work with a kit

Source: ILO-IPEC: Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour, 2013

Strengths and weaknesses in strategies and activities, and how it could improve work on child labour and quality education for all learners. Such an evaluation can benefit from the steps set out below:

1. At the onset of the union's work or programme of action, the priorities should be fixed and expected outcomes of the work defined. Also at the start, a situational or baseline analysis showing the picture of child labour and the status of education/ training in the country needs to be done, based on indicators such as: type and magnitude of the child labour problem; awareness levels within the union and outside; legislative, administrative and other guarantees of rights, as well as gaps in these; the status of education and education workers, as well as the gaps in desirable levels of both; different players potentially involved in the response; and other relevant information. This baseline of indicators provides a 'photograph' at the start against which to measure the outcomes of the programme (comparing before and after pictures), and enables the union to identify existing strategies, plans, actions and actors that will help partnership building later on, in addition to the risks of overlap or incompatible approaches. Lack of a baseline will make it more difficult to measure progress in the union's efforts. Creating this "marker" for evaluating union work should be a major part of union research on the issue.

2. Without becoming too rigid and fixated on quantitative goals, the union may set targets to achieve within a certain time frame, including the actions to be carried out during a particular year or period(sometimes called milestones or benchmarks) so as to reach overall objectives in terms of the major aspects of its work: awareness raising and capacity building within the union; research and documentation; awareness, advocacy and lobbying in the country or defined geographic area to change policy, legislation or practical measures for the better; building partnerships/ alliances; and using collective bargaining and social dialogue to enhance the union's influence on policy and results.

3. To help measure success in reaching the targets, and eventually the outcomes, the union should generate a list of indicators (success factors) that will show the union's programme and actions are making progress within the set period of time. The first time this is done, the indicators serve as the baseline and allow the union to decide on the targets. Some organisations such as the ILO use criteria that indicators should be "SMART": specific; measurable; attainable; realistic or relevant; and time-bound. The chosen indicators may be internal to indicate union-building progress, and external to show impact on resolving the problem at national, sub-national or local level. Among the most important are:

Internal union indicators

a. Child labour is placed high on the union agenda as indicated, for example, by a national union conference debate on the issue, and especially through an adopted policy or action programme/ plan;

b. A union code of conduct or equivalent committing leaders and members to renounce their own use of child labour or its products is adopted and applied through union disciplinary measures;

c. A union working group or focal point(s) on the issue at national and other levels as appropriate are set up and provided resources to operate;

d. Union-wide awareness raising and training programmes on child labour and the importance of quality education for all reach all union leaders, staff and activists;

e. Union membership increases, directly linked to the work on child labour and quality education;

f. The union's image and status grow, measured by. for example, press coverage of the union's child labour and education quality responses, inclusion in national coalitions or partnerships, or government decisions to engage the union in the implementation of programmes on child labour or Education For All (EFA); and

g. Gains in collective bargaining and union influence through other social dialogue mechanisms are registered, for instance, in improvements in education workers' benefits or status as more resources are devoted to education, salaries and material benefits increase, and teaching/learning conditions improve via a new collective bargaining agreement or inclusion of the union in policy making bodies.

External indicators of policy and programme success

h. Improvement in national and local education registered by higher investments in education and training (equaling or exceeding a certain benchmark such as 6% of the national income (GNP), abolition of direct and fewer indirect costs of education for families, approaching or obtaining 100% enrolment of all school-age children and young people; reduced drop out and improved graduation rates of pupils in basic education;

i. Improvement in teacher's status and welfare- salary and other working conditions –measured by increased enrolments in teacher training programmes and reductions in departures from the profession;

j. A significant reduction, and/or declining percentage of children engaged in child labour. An example of a set of indicators on quality education for all developed for trade union use is suggested in the table below:

Summary of indicators for monitoring free, compulsory, universal quality education

Education for all	Indicators for monitoring
Free	• Abolition of school fees • Free at the point of access • Social Protection Floors (basic health care, guaranteed minimum income, pensions for old age, disability and survivors) • Conditional Cash Transfer programmes
Compulsory	• Functioning system of birth registration • Functioning school inspectorate and judicial sanctions • Functioning labour inspectorate and judicial sanctions • Free school transport system
Universal	• Sufficient numbers of schools within accessible distances • Qualified teachers in sufficient numbers • Specific attention to needs of girl child • Special provisions for vulnerable groups, such as indigenous peoples, discriminated castes, migrant and refugee children, children with disabilities, or living with HIV and AIDs • Specific outreach strategies for children with migrant status or in zones of conflict • Number of children who enroll in school • Number of children who attend school regularly • Number of children who complete basic education
Quality	• Qualified teachers in sufficient numbers • Availability of quality continuous professional development for all teachers • Good conditions of service in line with international standards • Safe and secure school buildings and environment • Functioning school governance system • Adequate teaching materials and resources • Relevant curriculum • Rights-based education so children can reach their full potential •children treated with dignity and respect

At the end of the period of time in which the union sets itself goals to achieve in terms of ending child labour and quality education at least through compulsory education, it may assess how far progress has been made as measured by its baseline indicators and targets at the beginning of the campaign.

Points for reflection and checklist on internal union action

1. Is there a union training and/or capacity-building programme for the leadership, staff and membership on issues of child labour and its relationship to education for all? Does everyone have access to it, including those in remote and rural areas?

2. Does the union have a policy and a programme or plan of action to put the policy into effect? Does it have structures (working groups, focal points) to work on this plan on a continuing basis? Are both policy and programme available in some form to all union members?

3. Has the union identified and tapped all possibilities for coalitions with allies and partnerships to mobilize the resources needed to implement its plan of action?

4. Has or will the programme/plan of action been assessed, and lessons learned used to change course?

B. Research and documentation

In order for unions to successfully carry out their work on quality education for all and child labour they need evidence. The first research activity may very well be a survey of the internal union situation as a prelude to adopting a policy, developing and applying an action plan, awareness-raising and training of union members. An example is cited in the box below:

Box 1.7 Union good practice: Surveying union members' attitudes on child labour in Argentina

In Argentina, the education union CTERA used a survey to get a better idea of the teachers' opinion of child labour. The survey guided the union's design of a plan of action that included preparation of materials for members to use in discussions and advocacy about the issue, invitations to parents to talk to the teachers at meetings in schools, and advocacy work with civil society organisations that help in promoting the union's message to certain audiences, for instance farmers

Evidence for the external union work of advocacy, lobbying, collective bargaining, etc., includes having information at hand on the state of education and child labour in the country, region or community in which union leaders and members operate, the information periodically updated to keep abreast of current national issues and changes. This may be led by the union research team and/or carried out by union members using an action based research approach.

It may also rely on information from, or partnerships with, other unions, sympathetic academic or independent research groups, government, civil society organisations or specialized agencies working on education and child labour issues who have already compiled information or are ready to support the union research as part of their own programme of work.

Research that can be used by other union structures or members will want to focus on a number of issues/ problems important to the questions that are targeted by the programme of action, including any benchmarks and indicators to be used (Table 1.1), especially:

- Establishing the status of education/training in terms of what is available and gaps in relation to the desired standards for:

  - Legislation and education plans that set out compulsory education requirements and goals for improvement;

  - Actual investment in education and training at national and other levels as appropriate;

  - Direct and indirect costs of going to school or engagement in training that have to be met by learners or parents and might inhibit access;

  - Enrolments of children and young people taking into account gender, geographic and other criteria that help determine if all learners are enrolled;

  - Drop out and completion rates to help identify success and failure of the system;

  - Numbers of schools in relation to enrolments and accessibility, particularly for rural areas or those with ethnic minority and nomadic populations, plus the quality of school infrastructure – classrooms, sanitation facilities and construction standards;

  - Numbers of qualified teachers by urban and rural or geographic area, opportunities for their professional development, their salaries and benefits compared to similar professionals and conditions of work (teaching and learning conditions); and

  - Available teaching support materials, ranging from books, pens, pencils to computer equipment depending on the learning context and resource situation.

☝ Drawing a profile of child labour and resources to deal with it at country, regional or local level:

- Estimated numbers of child labourers, ages, job sectors and geographic locations;
- Causes – economic, social, natural (disaster) or political, such as conflict;
- Actors: Types of employers from large to small; government agencies charged with children's care and protection; civil society organisations or specialized agencies dedicated to child labour; other unions with whom to cooperate on advocacy, lobbying, collective bargaining, etc.; and
- Current campaigns to end child labour and if possible, an assessment of how effective they are.

One example of union research combined with teacher union and resources for teachers' classroom use is summarized in **Box 1.8**.

Action-based research

Is an on-going process of collecting information, analyzing what it means, designing programmes based on it and collecting further information in order to check the results. It should include a participatory and children-centered approach, particularly on the subjects of education and child labour.

It may be a particularly important tool for local use that also raises awareness on the need for improvements in the education system, and helps identify children and young people at risk means of preventing them from taking up child labour or removing them from exploitative work as part of a larger campaign.

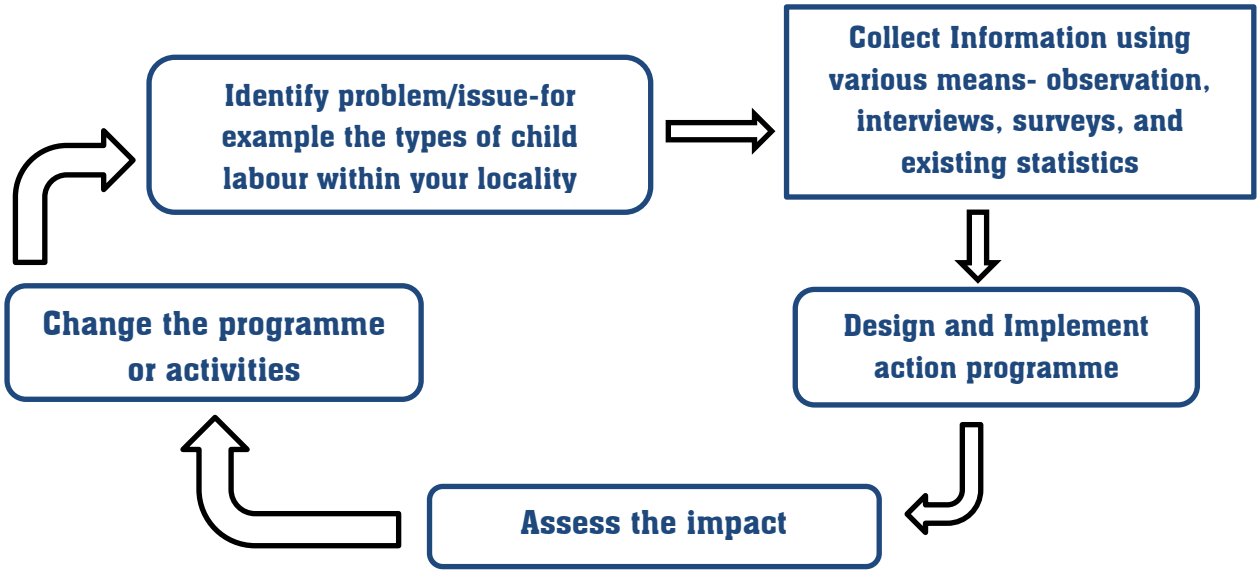
Some education unions such as those in Jamaica and Uganda have indicated these benefits of action-based research in their reports to EI.

An action-based research process might follow the steps in graphic 1 provided. The important point is to use a participatory approach, including affected children and young people.

Points for reflection and checklist on research and documentation

1. Does the union conduct research and share documentation on child labour and education for all issues?
2. Is there a research unit or person(s) tasked by the union to undertake the research, prepare and provide the documentation to members and the public?
3. Are union members encouraged to undertake their own research and documentation on child labour, using for example action-based research?

Graphic 1. Undertaking action-based research



C. External awareness raising, advocacy and lobbying

With a union policy and action programme or plan to guide further work, and the necessary research or information to underpin it, designing and implementing an effective advocacy strategy can help promote the union's vision and achievement of objectives on quality education and child labour. A step-by-step approach is suggested in Graphic 2.

Defining issues and objectives

The union main issues will be defined by its policy and/ or plan of action where those exist. However, not all of these may be appropriate to advocacy or lobbying, nor does an advocacy campaign on all issues allow the union to focus its resources appropriately. It is therefore useful to set the most important issues or priorities of the union and its membership as the basis for a campaign. These could be for example one of the following:

- Adequate resources to allow for an expansion of public education, including quality early childhood services, schools, transitional and special education and vocational training to ensure access to quality education for all, and living salaries and improved work and employment conditions for teachers;
- The abolition of all school fees or other direct costs and indirect costs;
- New or reformed legislation guaranteeing compulsory education up to the minimum age for employment in the country;
- Concrete government measures to enforce agreed commitments that may facilitate development and improvement of public education;

- Increased hiring of qualified teachers (particularly in rural areas) and a better status for them (for instance more professional development and recognition, or an end to contract/precariously employed teachers) in line with the Joint ILO/ UNESCO Recommendation concerning the Status of Teachers, 1966 as part of ensuring universal access to education/training and therefore preventing child labour;
- Strengthened government education and labour inspection services in order to ensure children currently working leave work and go back into school, workplaces are decent and safe for adults, legal action is taken against employers of children, and workplaces which currently only exist because of child labour are closed; and
- In partnership with other allies, creation of "child labour free zones" in communities or areas particularly affected by child labour in which it is banned and all children and young people are in education or training.

Target audience and message: who does the union want to reach/influence and how?

Depending on the campaign objectives, the target audience may include: Government ministries, Members of Parliament or other political figures, civil society organisations, children both in and out of school, children in child labour or at risk of such, parents and guardians, employers, local leaders among others. As the proposed step by step process suggests, the target audiences may be segmented into primary and secondary. It helps to be specific about particular individuals, their positions and level of influence in either category, particularly when lobbying decision-makers. Packaging the information very well in a communication strategy with facts on the issues generated by research and documentation will maximize awareness-raising and impact.

Identify who to work with: allies and partners that build support

The campaign should identify individuals, political parties or groups, parliamentarians, other unions, employers (many employers also oppose child labour and support better education and training in the interest of stronger businesses), civil society organisations (including leaders of faith-based groups) and other organisations that can support the union's campaign with political support or resources, both financial and technical. Alliances enhance the union's capacity to influence issues and reach the objectives, and may result in helpful alliances on other union priorities. In a coalition with like-minded organisations, it will be necessary to define roles, and distribute tasks and responsibilities so as to maximize use of resources and operational efficiency.

Graphic 2. Ten steps to building an effective Advocacy Strategy

Define the issue	What is the issue or problem that requires change?
Set goals and objectives	The goal –what advocate hope to achieve in longer term The objective –based on evidence/research The objectives –include a policy actor, policy solution and time frame
Identify your target audience	Primary targets =those with the authority to bring out policy change Secondary targets=those able to influence primary targets Identify: specific individuals, their positions, power base and stance
Build support	Create alliances with other NGOs, networks, donors, coalitions, civil groups, professional associations, women's groups, activists, and individuals who support the issue
Develop the message	Tailor the message to the audience Who are you trying to reach? What do you want to achieve? What action do you want the target to take?
Select channels of communication	Tailor the medium of communication to the audience e.g. meetings, press kits and press releases, press conferences, fact sheets, public debates, a conference
Draft implementation plan	The plan should identify activities and tasks responsible persons /committees, the desired time frame and needed resources
Collect data	Data collection is an ongoing activity for the duration of the advocacy work: when selecting the issue, advocating messages, influencing stakeholders
Track, monitor, evaluate	How to, monitor implementation against objectives? How to evaluate progress and results? Has the issue been solved
Raise funds	Advocates should develop a fundraising strategy at the outset of the advocacy work

Timing: When to launch, and stop a campaign

Important national (or local) event days, and election periods are a good time to undertake a campaign, influencing politicians to include union demands in their own campaign manifestos and/or using the enhanced media coverage to focus public attention on the union campaign. Targeting either of these times requires that the specific national or local context guide when to best launch an advocacy campaign.

Participating in international campaigns associated with education for all or the elimination of child labour, in association with allies or partners, often provide a good time for a national or local advocacy campaign. Possible themes and dates include:

- Global Action Week for Education – April
- World Day against Child Labour–12 June
- International Literacy Day - 8 September
- World Teachers Day –5 October
- Decent Work day–7 October
- International Day of the girl Child – 11 October
- Universal Children's Day – 20 November
- World AIDS Day –1 December
- International Human Rights Day – 10 December

Building a national campaign around a specific international event or day affords an opportunity to educate union members on the importance of international conventions or standards on education (discussed in the Introduction of this chapter) and to apply political pressure on governments to ratify conventions and apply these standards.

A "permanent" campaign runs the risk of diluting member support and cause the target audience to lose interest. Even if it has not achieved all of its objectives, the union should monitor and evaluate when a campaign needs to be reduced or stopped, usually at the point when the costs of maintaining it begin to substantially outweigh the expected benefits.

Campaign materials

Choosing the right materials and making sure they are readily available for use by the campaigners and for the target audience is an important part of the communication strategy to reach the desired audience and attain the objectives. These may be:

☝ Specially designed materials – fact sheets, flyers, posters, radio, television or social network messages, etc. - including age appropriate materials for learners, those at risk and already engaged in child labour.

☝ Ready-made materials of campaign allies, partners or supporters, for instance:

- International union federations such as EI and ITUC;
- Ministries or government agencies dealing with education/training and child labour issues such as Ministries of education, labour or children's services;

- Civil society organisations dedicated to achieving education for all and putting an end to child labour; and

- International organisations such as the ILO-IPEC, UNESCO or UNICEF networks of representatives/ offices or those of civil society organisations.

Evaluating progress

In addition to assessing whether and when a campaign should be concluded, a union advocacy campaign needs to be assessed for its effectiveness, strengths and weaknesses, as with the overall programme or plan of action (see section above on union actions). The campaign may or may not have reached its objectives, but the union needs to draw lessons from this as a basis for a new campaign on the same or other issues, including what strategy to use. As part of this assessment, it is helpful to survey some of the target audience, whether learners, child labourers, parents/ guardians, political decision-makers, employers of child labour, community leaders or others. They can provide valuable feedback on a campaign's effectiveness.

One example of education union coalition efforts with other trade unions through advocacy, lobbying and social dialogue is set out in here:

Union good practice: Working with other unions on education and child labour issues in Senegal

Since 2000, In Senegal the education union SYPROS has coordinated its work on child labour with other unions and the national Trade Union Coalition to Combat the Worst Forms of Child Labour. The union has identified a number of awareness-raising and lobbying successes obtained at least in part through the coalition's work:

• A national television programme explaining what child labour means

• Revision of the labour code to establish a minimum age for employment

• Ratification of ILO Convention No. 182 and its application through a list of dangerous occupations jointly defined with the Government;

• Raising the compulsory schooling age and agreement with the Ministry of Education to allow children to enroll in schools even without official civil status documents

Source: EI: Interview series on Child Labour, International Conference on Child Labour organized by EI/GEW/AOb, 20122

Points for reflection and checklist on external awareness raising and lobbying:

1. Is there a strategy to guide union campaigns on child labour and education for all issues? Is it structured to include the elements that make up an effective campaign?

2. Has the union assessed its strategy and campaigns and drawn up lessons for future campaigns?

D. Collective bargaining and social dialogue

By negotiating decent working conditions and decent jobs for teachers and other education workers, including provisions for continuous professional development, as well as giving teachers a voice in education decisions, unions can make a significantly positive impact on school enrolment, dropout and graduation rates, therefore on the incidence of child labour.

A large body of evidence points to a combination of high professional standards, widely available professional development, decent salaries, working conditions, administrative support and professional autonomy as influential factors in decisions by young people to choose education as a career, to have the skills and be motivated to do their job well, and to remain in education.

The shortage of qualified teachers, combined with poor or inaccessible schools, facilities and teaching materials, are major reasons children and young people do not go to school in the first place, especially in rural and remote areas. Poorly prepared teachers who do not have the skills and aptitudes to practice learner-centred methods, especially when working in overcrowded classrooms with outdated curricula, are more likely to provoke learners to drop out of school or training, especially if they or their families need the income from child labour for household survival, and/or they face direct or indirect costs of schooling. All of these are factors that unions can influence by using collective bargaining and other forms of social dialogue to obtain decent work for teachers and education workers.

This in turn helps to create the quality education/training environment for all that can enormously contribute to ending child labour. Collective bargaining in education should be at the heart of a union's programme on child labour. Education unions can also address child labour issues directly through collective bargaining by negotiating clauses in collective agreements that commit education employers and authorities to supporting monitoring and drop-out prevention efforts in schools/training sites.

Collective agreements can also set out how unions should work with employers, including national government, school governors, principals and other influential people to combat child labour. An example is provided in **Box 1.10.**

Where collective bargaining scope permits the negotiation of such matters because linked to terms and conditions of employment, a collective agreement might stipulate that no goods or services produced by child labour are allowed in education and

training institutions, for instance teaching support materials or even food served in the cafeteria. Where such matters are outside the collective bargaining scope, they could be dealt with through other social dialogue mechanisms.

Box 1.10 Union good practice: A collective agreement in Albania addresses the prevention and elimination of child labour

Articles of the collective agreement in force until the end of 2014 between the education workers unions FSASH and SPASH and the Ministry of Education and Science in Albania formally address the unions' engagement with their government counterparts in efforts to prevent and eliminate child labour in the country. Special emphasis is placed on the mobilisation of teachers, their training and commitment to decreasing school drop-out rates. The agreement supports joint actions between school administrations and the unions on these goals. One article provides that the Ministry and the respective regional education authorities may remunerate teachers nominated by FSASH and SPASH for extra hours' activities and their commitment to keeping pupils in school as a contribution to child labour prevention and elimination. Whether accepted or not by the authorities, such nominations serve to raise awareness and remind the education authorities of their responsibilities to provide good quality education for all learners in Albania, including children of migrant workers from Rom and Egyptian families who are more vulnerable to child labour because of precarious job situations.

Sources: EI: Interview series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012; ITUC/GUF/ACTRAV manual.

These other forms of social dialogue between unions and education employers– information sharing and consultation in various informal or formal mechanisms for these purposes – can also influence education/ training policies and programmes that will directly or indirectly set up barriers to child labour. Social dialogue, as part of a broader union movement or as education worker unions alone, can be exercised in national, sub national or local mechanisms such as parliamentary commissions on education or children's services, tripartite (government, employer and trade union) employment, training or income councils, or education consultation bodies such as education planning and curricula councils.

In these social dialogue forums, unions can influence broader policies and programmes affecting quality education and child labour than those touched by collective bargaining, which often sets limits on what is negotiable in education. Use of social dialogue may be an integral part of advocacy campaigns (see section on advocacy and lobbying in this module). When social dialogue forms part of a union's regular interaction with government and private education employers it can be used to obtain:

- Adoption and enforcement of legislation on compulsory education, school attendance, school inspection and more adult education/literacy programmes;
- More resources to be devoted to education and training, including for teachers (as in the Brazil case);
- Integration of child labour issues and measures to deal with them in national education sector plans;
- Social security floors and income support mechanisms, including conditional case transfers targeting poor families' access to education and health;
- High professional standards to be fixed by qualifications authorities or teachers' councils, matched by corresponding initial teacher training and continual professional development programmes to enable teachers to meet the diverse and special needs of all learners;
- Targeted teacher training and administrative support on monitoring and follow-up programmes with parents/guardians and relevant agencies to prevent dropouts and get children and young people back into education/training;
- More relevant curricula for learners;
- Support or assistance for schools to enable them to address teaching and learning issues at school level (remedial teaching, homework support, extracurricular activities among others);
- Government or private employer support to integrated programmes for poor families whose children are, or are at risk of, becoming child labourers, including health services, meals for children attending an early childhood center or school; and
- Restrictions on use of child labour products in education and training institutions.

An example of union lobbying through social dialogue that addresses some of these issues is outlined in **box 1.11 (below)**

Points for reflection and checklist on collective bargaining and social dialogue

1. Is there a collective bargaining agreement with the employer of your union's members? Is there scope for negotiating joint action with employers in the agreement, or obtaining support for teachers/education workers' actions as part of their jobs that can help prevent or put an end to child labour?

2. What formal or informal social dialogue mechanisms with employers/authorities exist that could be used to address education for all and child labour issues? Have any of these been used before? If so with, what results?

Box 1.11 Union good practice: Social dialogue in Jamaica increases resources to avoid dropouts and child labour

The Jamaica Teachers' Association (JTA) has successfully lobbied for the post of 'guidance counselor in education' to be introduced in Jamaican schools. These councillors are teachers who continue to teach while receiving training on careers guidance, psychological evaluation and related matters. When children are absent for two or three days without a doctor's note, the teacher councillors visit parents' homes to find out why the child is not attending school and to look for solutions. Since guidance councillors are also responsible for welfare in schools, where the causes of dropping out are linked to family income they can suggest small steps such as free school dinners to encourage the child to return to school. The councillors can also assess the household's financial situation and recommend government welfare for the family. The JTA also secured for these councillors use of a vehicle and expenses for visits in the community related to children at risk of dropping out.

The JTA further lobbied the government to ensure that welfare for people living below the poverty line is linked to their children's school attendance

Source: EI: Interview series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012.