

Research and Information



International Labour Organization

SCREAM

Stop Child Labour

Supporting Children's Rights through Education, the Arts and the Media





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Education, the Arts and the Media**

Research and Information

This booklet is part of the SCREAM - Stop Child Labour Education Pack. SCREAM stands for Supporting Children's Rights through Education, the Arts and the Media. The pack was produced in 2002 as part of IPEC/ILO Project INT/99/M06/ITA funded by the Government of Italy.

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For more information about SCREAM, please contact:

International Programme on the Elimination of Child Labour (IPEC)
International Labour Office (ILO)

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

Telephone: +41 22 799 77 47

Fax: +41 22 799 81 81

Email: childlabour@ilo.org

Web site: www.ilo.org/scream

Aim: Discover the facts and figures on child labour, including key international conventions. Learn how to research a subject in more depth from various sources, including the Internet.



Gain: Promotes knowledge of basic human rights and, more specifically, children's rights. Fosters understanding of how the world is interconnected and of the rules governing human behaviour.

Time frame

6 single and 1 double teaching sessions



Motivation

We live in an interconnected world, which is growing increasingly more so by the day. It is important for young people to see and recognize that they are connected with their peers in other countries. Nothing happens in a vacuum. Economic, social and environmental crises, no matter where they occur, cause reverberations throughout the globe. The power of the information and telecommunications revolution is such that very little goes unnoticed by the media. The world is shrinking and the expression "our global village" has more than a touch of truth.

One of the primary aims of these modules is to establish links between young people throughout the world – in developing and industrialized countries, in regions of conflict and regions of peace, between child labourers and those fortunate enough to benefit from education and a relatively stable family environment.

Note for the user

We recommend that you introduce this module to your group at a relatively early stage in the process. It will provide both training on how to conduct research and a basis for the group to implement other modules, particularly the Interview module, but also the Debate and Media modules. The group needs to build up a certain amount of confidence first, and some of the exercises in this module will not come easy to young people, particularly working by themselves.



It is very important to the success of this programme that these relationships between young people are reinforced and profiled to such an extent that a strong sense of “solidarity” is created and begins to flourish.

There is already a wealth of information on child labour available through various sources, including the Internet — where it occurs, statistics, legal framework, activities to eliminate it and help children and their families, ongoing campaigns, etc. Young people should be made aware of the availability of this information and be supported in their efforts to access and use it. Given the nature of these modules, it is quite likely that groups using them will also begin to add to this body of information, not in terms of statistics, but in terms of case studies of action taken by young people to contribute to the campaign to eliminate child labour.

Young people should understand that they are citizens in a global society and they, like others in society, share a responsibility for what happens in the world, good, bad or indifferent. If society, especially people in positions of authority, expects young people to assume a share in such burdens, they must equip them to take on more and greater responsibility and action for issues that matter and respect them for it. This module aims to pass on a stronger sense of responsibility to the group in preparation for later modules that will equip them with appropriate tools to take action. It has a dual purpose: to assist young people in accessing existing information, and to help them, at a later stage, to reinforce that information through interviews with community and business leaders.

By implementing this module, you will also help the group to understand that although the task of eliminating child labour is complex and daunting, they are not alone in their endeavours. There are many other organizations, groups and individuals out there who are working on this crucial issue. In addition, it will introduce young people to the body of rules and regulations established at the international level to assist governments in playing their part to eliminate child labour.

One of the most difficult aspects of child labour that young people will have to understand is that it exists in spite of international efforts and in spite of the best intentions of some governments. This is why we all have a role to play and why these roles must be sustained from generation to generation until such time as all children enjoy freedom and a quality of life in which they are protected and nurtured.

Preparation

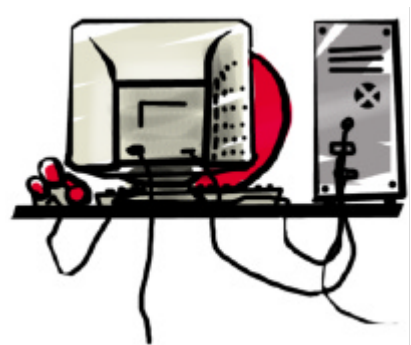
As part of the community involvement in this programme, you should give some consideration to potential partners in the locality who might be able to assist with the research aspect of this module and those who might be able to provide actual information.

One very obvious partner is the local library, including libraries in educational institutions. The library systems in many countries are becoming more and more important in today's information society and knowledge economy. They are also in the process of improving the services they offer, including educational interaction and providing access to the World Wide Web via the Internet.

Approach the management of various libraries in your locality and discuss the possibility of them taking on an external resource role in this module. This would be particularly useful if the library had Internet access and computers that it would be willing to make available to the group, including training if necessary. Libraries in most countries provide a vital public service and would probably be very pleased to be a partner in the implementation of your project.

Contact the management of any library services in your area, even if they are in schools or colleges, and explain the nature of the project. Ask if the library would be willing to make its reference section open to the group to come and conduct research. Also ask if it would be willing to train the group in how to use reference libraries, find their way

Libraries





around, access information and copy or note it. If Internet stations are available, ask the library if it would offer the group a training session on Internet use, setting up free e-mail addresses, and so on. It is possible that some members of the group will not need training, but some probably will. There is a wealth of information on child labour through the Internet and it would be extremely valuable if your group could access this.

The library could also create a “reading list” of fiction and non-fiction books on the subject of child labour, child exploitation and related issues and make these publications available to the group. There are many writers around the world who promote social justice in their work. The library would provide a good forum in which to introduce your group to these books and encourage them to read more on the subject.



Note for the user

The modules focus on all forms of art as tools for expression and action and the written word is extremely powerful in this respect. Take this opportunity to read through the Creative Writing module and begin to plan the integration of these two modules. Local or national writers identified through working with libraries could be the external resource persons you may wish to invite to assist with the Creative Writing module. Note down their names and co-ordinates and contact them to talk about your project. Invite writers to address the group about the books they have written and the power of the written word in highlighting human rights issues and the need for people to take action.

You might also suggest to your local library that it create a “child labour corner” to coincide with the period you are conducting this project with your group. If you are working in a school environment, this could have a significant impact on the other students, as their natural curiosity will be aroused by the appearance of such an area in the school library. However, it could also enhance the community education aspect, as other users of the library will notice the area and come and browse themselves. IPEC has various posters and visual aids that it can make available on request. Work with the group and the library to develop a display of reference books and novels relevant to child labour and children’s rights, leaflets and statistics and some of your group’s own work (drawings, short stories, etc.). It will give the group a sense of pride and empowerment. They are telling the rest of the community what they are learning and doing about the issue of child labour.

Community integration



Potentially useful sources of information on the issue of rights in most countries are the trade union movement, workers’ organizations and NGOs. Trade unions represent working people and seek to defend the interests and rights of workers and their families. They will be able to provide information on workers’ rights, the rights of young workers, the rights of part-time workers, trade union services, and so on. In addition, trade unions and NGOs are part of a comprehensive international network of humanitarian organizations and are concerned about human rights violations wherever they occur around the world. They can provide further information on such issues as child labour and other violations of children’s rights.

Workers’ organizations and NGOs

In addition, some of these organizations may be involved in projects that seek to help child labourers and their families in different countries around the world or even in your country. Invite a representative to come and talk to the group about these issues. Otherwise, encourage the group to contact these organizations and request relevant information.

What you'll need



The materials for the work of your group will depend significantly on location and resources available. We are conscious that the means to implement this module will vary considerably from one situation to another. Annex 1 gives details of publications and Web sites that will be useful to young people in their research. Some of these resources may be obtained by contacting the IPEC headquarters in Geneva. In addition you will need:

- ✓ Paper and pens or pencils.
- ✓ Internet access if available.
- ✓ Details of Ministry of Labour (or equivalent in your country) and local labour departments for research into national legislation regarding the education and employment of young people.
- ✓ Black/whiteboard or flipchart.

Getting started

Group organization



Group organization will depend on the size of your overall group and your own appreciation of abilities and commitment. This module is about acquiring knowledge and, of course, much of this is best done in a classroom or similar set-up. However, afterwards, members of the group will be asked to carry out their own research and this could be done individually or in smaller groups of two to four, but you will have to be very careful in establishing these groups to ensure a good balance.

If you have been successful in obtaining Internet access through a library or similar institution, you may well find that there will be a limited number of computers and so the group will have to split up into smaller groups anyway. Some young people may also work better in smaller groups when conducting and writing up research; they may like to discuss things among themselves and the research will seem less daunting if they are working together.

Activity one: An interconnected world

1 teaching session

As a first step, it is important that young people understand better why they should be at all bothered by the issue of child labour. There are a couple of very simple ways to show this connection. For these exercises, it is probably better to have the group in a classroom formation.

Get each individual to write their own name in the middle of a clean sheet of paper. Suggest they write small and neatly, as they will need plenty of space. Around their names, they should then write the names of ten adults they know: parents, relatives, family friends, neighbours, schoolteachers, shopkeepers, members of a sports club and so on.

Their names should now be surrounded by the names of ten adults. Next, ask them to create another circle, this time of names of people that they think that each of these adults may know. Of course, they are not always going to know exact names. At times they may have to guess and other times they may just have to write down "employer" or "colleague at work" or something similar. Get them to try and find ten more names for each of the ten people they first jotted down. This will make a total of 111 names on their piece of paper.

The next stage is to get them to draw lines connecting any of the names which they feel might be linked for whatever reason. Work colleagues will know each other; some may be members of the same sports club or religious group; teachers will know parents and so on. Their pieces of paper will already be looking like a spider's web.

Then ask them if they think they could write a few more names around the outer layer and encourage them to do so if they can. Once more, they should draw lines connecting the different names. Ultimately, of course,



Ever increasing circles

everyone on the paper will be directly or indirectly linked to the name in the middle of the paper.

Point this out to them as they think of names and draw interconnecting lines. If on average each of them knows around 100 adults, and each of those adults knows around 500 other people, get them to do some simple mathematics and work out how many people they, as individuals, are indirectly connected to. These interconnections will grow significantly with the continued development of information and communications technology. Explain to the group that it is because of this level of interconnection that we must all assume responsibility for what goes on in the world.

Indirect connections

Another interesting connection that can be made is through consumption and what this means in terms of links to individuals who are invisible. This exercise could be conducted immediately after the previous one, but this time nothing needs to be written down. It takes the form of a verbal exchange between you and the group.

Ask the group the following types of questions. There may be other questions that you can think of that might also strike a particular chord with your group.

- Have they bought any clothes or shoes recently that have been manufactured in Asia or Central or Latin America? They can check some of the labels of their clothes then and there.
- Have they played any form of sport that involves equipment made abroad: football, handball, soccer, volleyball, tennis, badminton, cricket, and so on? Did they check where those articles were made? Two of the biggest producers of sports balls in the world are India and Pakistan.
- Have they bought cheap electrical goods from China or other parts of Asia?
- Have they eaten seafood that was caught in South-East Asia?
- Have they eaten chocolate or drunk tea or coffee produced by multinational companies?

- Have they bought cut flowers for a friend or family member?
- Have they travelled to foreign countries and stayed in hotels or holiday resorts?

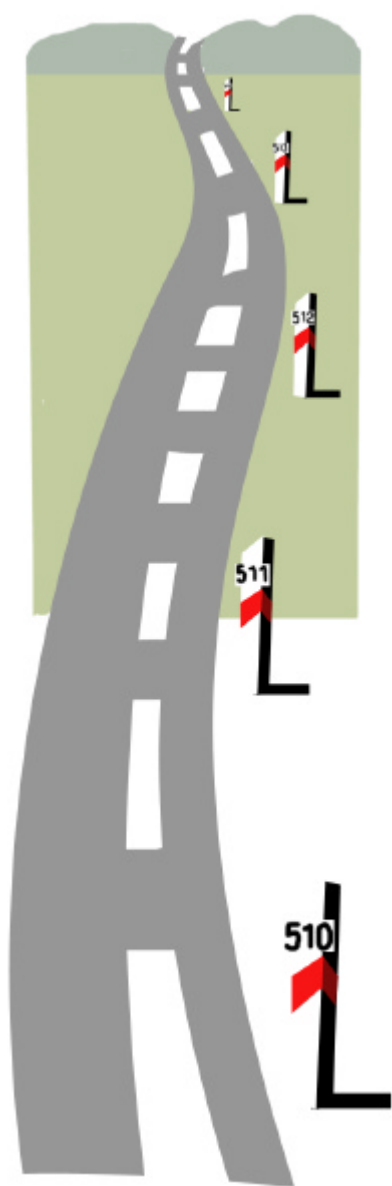
Note down their responses on the board or flipchart. Encourage them to think of other examples and to expand on their replies, for example, tell the group a little bit about their sport or holidays. The group will think this a bit of fun. But then, at an appropriate moment, not too long into this exchange, you will tell them that it is very likely that they have come into indirect contact with a child labourer. Not only them, but also a significant number of the people they were connected to in the first exercise would also be connected to a child labourer in some way. Explain to them why this is the case:



- Child labour is used in the production of goods for export, particularly textiles and sports goods;
- Child labour is used in the cut flower industry in Africa and Central America;
- Child labour can be found in agriculture and on plantations in Africa and Central and Latin America where cocoa (for chocolate), tea and coffee are grown;
- Child labour is used in the food industry around the world, both in the production and preparation process;
- Child labour can be found in the tourist industry, particularly the invisible jobs, such as cleaning and laundering;
- Child labour can be found in numerous manufacturing industries around the world, not just in developing countries, which include electrical goods, surgical instruments, fashion accessories, glass and porcelain production, and so on.

Nearly every young person in your group, if not all of them, will be able to find an indirect connection at some level to a child labourer. Emphasize this point and let the group reflect on this for a short while and what its implications are for them in this project. Your objective through these two exercises is to develop a sense of responsibility for child labourers within the group.

Making the numbers real



This is a simple exercise of imagination that is designed to assist the group in visualizing the numbers of children involved in child labour around the world. It should be conducted in a peaceful and calm environment. Ask the group to sit back comfortably wherever they may be in the room. The group can be sitting anywhere and on anything – it does not matter for this exercise. What matters is that the environment is conducive to letting their imaginations run free. Some young people may find this exercise a little difficult, especially at adolescent age, but ask them to bear with you and not spoil it for others. If there are any individuals who might destabilize the atmosphere you are trying to create, and if they reject all your efforts to bring them into the exercise, ask them to read or do something else very quietly. The exercise is very short.

It is best to have the group close their eyes during this exercise. Talk to them throughout as you guide them on their journey. Ask them to imagine that they are walking along a straight and narrow road. On their right hand side as they are walking is a line of children – perhaps dirty, unkempt, bowed, barefoot, small, malnourished and staring with sad, pleading eyes as the group walk by. These children are spaced one every metre or so, i.e., one every two steps.

Tell the group that they should look into the faces of these children as they walk by. They must not try to avoid looking into their eyes – they must hold their sad stare and return it with a look of hope and strength.

Tell the group that they have set off on their long journey at around 8 a.m. – they have had time for a good breakfast and they are feeling replete. (This makes them feel worse when they stare into the faces of the hungry child labourers; they begin to feel guilty.) They continue to walk throughout the morning, passing one child every two steps. They continue to walk along the long, straight and narrow road. Encourage them to reach out to the children and see if they can touch them as they walk by.

They walk, and walk, and walk – all day long. By the middle of the morning, they stop and turn around looking back along the distance of road they have come. The line of children stretches far behind them, all of them turning to watch the members of the group as they walk by. Millions of sad and pleading eyes staring at them and crying out silently for help. They turn again and look forward and see the line of children stretching away into the distance, further than the eye can see. They set off again walking along the road.

They walk until lunch time, dinner time and evening. There is still a line of children stretching ahead of them and a line getting longer behind them. They walk until 10 p.m. They stop and think that they have now been walking steadily for 14 hours almost without stopping. They are tired and they have walked past about 80,000 children. Tell the group that they would have to walk like this for nearly four days before they walked past all the children forced to take part in armed conflict around the world.

They have to stop for the night to rest, sleep and eat. So, they camp beside the road, on the left-hand side so that they can lie and look at the line of children on the opposite side of the road. The children watch silently as the members of the group fall asleep.

Referring to statistics from the Basic Information module, let the group pretend that they are lying there looking at the unbelievably long line of child labourers. And then remind them that they might have walked past about 80,000 child labourers in one long day. There are about 186 million child labourers aged 5 to 14 in the world. Ask them to imagine how long it would take for them to walk past all these children. How long would it take them to walk past the number of these children working in:

- Asia and the Pacific (estimated 127 million)?
- Latin America and the Caribbean (estimated 17.5 million)?
- Sub-Saharan Africa (estimated 48 million)?
- Developed countries (estimated 2.5 million)?



If you have found various statistics yourself, then use these in the process.

For a short while, let the group sit with their eyes closed and imagine the numbers of children involved and the lines of child labourers standing beside their imaginary roads. Then recall them gently to reality and open their eyes.

Get them to talk briefly about the experience – what they saw and how they felt. It is good if they can verbalize their reactions afterwards.



Note for the user

When trying to encourage young people to use their imaginations, keep in mind that this is not something they will be used to in their normal day, whether in a formal or non-formal education setting. Children often use their imaginations when much younger and perhaps in primary education. Unfortunately, education systems at secondary level in some countries tend not to call too frequently or heavily on imagination. It is a state of mind and requires practice to make it happen and be a worthwhile exercise. Therefore, do not be surprised if such exercises take a little bit of time to work effectively within the group. Much will depend on your ability and willingness to move among the members of the group and use your voice and body language to help bring forward and stimulate their imaginations as they try and visualize the long road and the lines of child labourers.

You must be strong and you must persevere. The success of these modules will depend significantly upon the imaginations of young people and their creative powers. These modules use all forms of art – visual, literary and performing – to create sustainable impact, so it is important to stimulate the imagination at a very early stage and as often as possible.

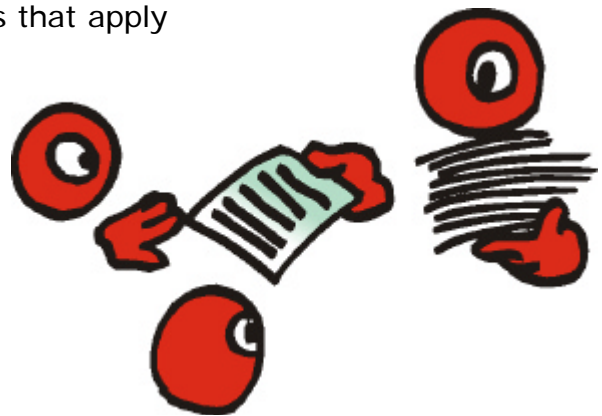
Activity two: Child labour and human rights

1 double teaching session

Now that the group have gained some idea of the numbers of child labourers, established a connection with them and sensed their hopelessness, it is an opportune moment to initiate a discussion with them on the nature of child labour and to look at the issue within the context of broader human rights. Child labour is a human rights issue, an extremely serious violation of human – and specifically children's – rights. However, before this can be presented as a discussion theme to the group, it is important to assess their understanding of human rights, how these are violated and how society reacts to violations. This is also a good opportunity to introduce some of the relevant international conventions that apply to human rights and child labour in particular.

There are two ways this can be done. Either finding and photocopying the relevant conventions can be set as an assignment for the group prior to this activity, or you can have copies of the conventions available to distribute (the texts of the conventions are included in this education pack).

Invite one member of the group to come forward and act as rapporteur. This person should write the main points and views expressed during the discussion on the board. The objective is to clarify the link between child labour and overall human rights issues. Ask the group to express what they understand by human rights. As individuals respond to the question and begin to describe what they think are human rights, encourage them to expand by asking them how these are violated and whether they know examples of such violations, for example, something they might have read in a newspaper or seen on television.



***United Nations
Declaration on
Human Rights***

What is an international convention?

International conventions are agreements between States drawing up rules of behaviour based on norms accepted by the majority.

These agreements are usually developed in the context of the UN, its specialized agencies or other international organizations. Governments that sign and then ratify these agreements are supposed to incorporate them into their own legislation and make sure that these laws are applied and respected. When a country is very poor or very big, you can imagine how difficult it is to make sure that all laws are being respected. This requires people to monitor implementation and respect for the rules, for example, labour inspectors. People cost money and this is hard for a poor country and difficult for a huge country with many work places. Therefore, some governments need help and support and, in respect of child labour, they get this from IPEC.

As specific human rights and their violations are mentioned, summarize these for the individual who is writing down the results of the discussion so that they are clearly written up. Encourage the debate and exchange to be as lively as possible. Do not let it flag. If the group do not come up with the key points, direct them there yourself and try to encourage discussion around these. Keep the discussion on the general issue of human rights.

As the exchanges begin to slow down, do not hesitate to introduce the next area of discussion, namely, how these rights are protected and made known to people around the world. Your aim here is to have someone mention the UN Declaration on Human Rights (copy included in the pack). Focus on this declaration for a while and encourage debate around it. If they don't, introduce it yourself. Ask them what they know about the United Nations (UN) and to express in their own words its role and functions. Ask if anyone understands what is meant by "UN agencies" and point to some of the better-known agencies, especially the International Labour Organization (ILO). This will then help the group to understand the position of the ILO in the debate and its role in eliminating child labour.

If you have the text of the UN Declaration on Human Rights to hand, now would be a good time to circulate copies (if possible) among the group. Or else, you could hang or stick the Declaration up on a wall for the group to study and read at their leisure. Go through the key rights and ask them if they are aware of any of these that have been violated in any way in their country or around the world. Discuss these violations and get them to think more about why rights, enshrined in an international declaration over 50 years ago, should be violated at all. Ask them if rights are violated elsewhere in the world, do they think that other countries should be interested or concerned and try and put things right? Why? Do they feel the same way about child labour? Remember, you are trying to instil in them a sense of concern and responsibility for child labourers.

As you discuss human rights with the group, introduce the concept of children's rights and ask the group if they feel that children and young people should have specific rights of their own that need to be respected by adults and authorities. Again, have one of the group note down the main points raised. Ask the group if they are aware of any instrument, similar to the UN Declaration on Human Rights, which protects children's rights and which has been adopted by nearly every country in the world. The objective here is to see if any of them are aware of the existence of the UN Convention on the Rights of the Child (copy included in the pack).

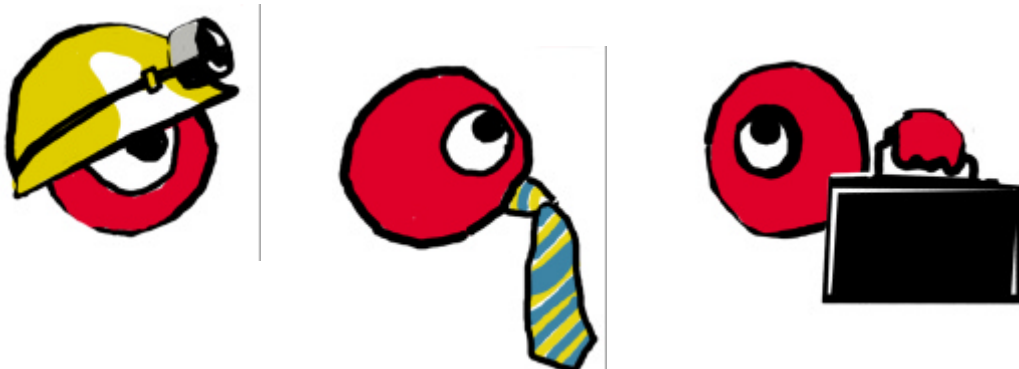
UN Convention on the Rights of the Child



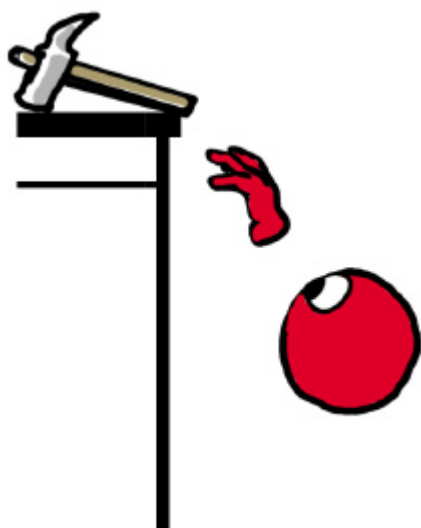
If possible, have copies of this UN Convention with you, or again hang up a copy in the room for them to examine at leisure. Compare the points raised by the group and the articles in the Convention. If some have not heard of this Convention, take the time to discuss some of the key articles with them, particularly the one concerning education for all (Article 28) and the one forbidding the commercial exploitation of children (Article 32).

Refer the group back to the discussion on the different UN agencies and explain briefly the role of the ILO. The ILO is the UN agency for the world of work and endeavours to promote social justice within and between its member States. One of its key roles is to ensure respect for basic rights in the work place and it does this through its unique tripartite character (i.e. governments, employers and trade unions — refer to the World of Work module if you want to expand on the role and working methods of the ILO).

ILO Convention 138 on Minimum Age



Bring to the attention of the group the specific Convention 138 (copy included in the pack) and explain that this is *the* convention underpinning the campaign to eliminate child labour. Using your copy of the Convention (and handing out copies if you have them available), ask the group if they know the key question to be asked before tackling the issue of child labour. What you are looking for here is the “definition” of child labour. Ask them how they think child labour can be defined and identified (i.e., the legal age to work in a country). Listen closely to their responses and note those who hit the right note or come close. Encourage them by keeping questions and discussions going until you hear the right answers.



The Minimum Age Convention sets out clear guidelines for governments to define the minimum age at which children should be allowed to work in different countries. It states that children should complete compulsory education before being allowed to work full time. It also allows for light work, such as household chores and so on, and refers to areas like working at night and heavy work, for example, mining. While the Convention is comprehensive and is considered the single most important international instrument in combating child labour, it is also written in very difficult language for young people to understand and you must be very careful not to lose or confuse your group by going into too much detail.

Remember, the aim is not to make experts of the group in terms of the legal framework to eliminate child labour. You should be helping them understand that there are some very big organizations that are trying to help governments overcome the problem of child labour. Your objective is to introduce them to the main international conventions so that they are aware of their existence and will obtain some background information, but do not dwell for too long on the texts themselves, as they are complicated for young people.

Explain to them that governments are expected to integrate such conventions into their own national legislation in a way that is acceptable to their various countries. The UN does not govern the world – it offers an advisory framework and assistance where it is needed. See if any of the group raises one very interesting point, namely, if such conventions exist, then why is child labour such a huge problem and why are human rights violated across the world? This is a big, big question and can lead to a philosophical and potentially interesting debate on world political, economic and social development. If the opportunity is there for such discussion to run for a short while, let it do so. To hear the views of young people on such issues is very important for their education and involvement and ours.

Hopefully, this discussion will touch upon such areas as how useful these conventions are in real terms, what purpose they serve, opinions on the purpose of the UN and its agencies, and so on. If these issues are not raised by the group themselves, ask questions yourself. Emphasize that these conventions and their application rely upon the respect, responsibility and commitment of UN member States.

Next, you should turn to ILO Convention 182 (copy included in the pack). This Convention, adopted in 1999, focuses on the elimination of the *worst* forms of child labour. Its introduction should pick up on the fact that child labour is a huge problem, and in spite of the existence of international conventions and national legislation, abuses still occur and children are still working in enormous numbers. One of the thoughts that strike young people as they embark upon this series of modules is: Child labour is such a massive problem and many people and organizations have been working on it for so long, how on earth can I, can we, do anything about it?

***ILO Convention 182
on the Worst Forms
of Child Labour***

This is an important question that you need to address very early on in the implementation of these modules. Point out to the group that it is *because* child labour continues to be a problem in spite of all the efforts undertaken around the world to fight it, that we need more than ever the help and support of everyone to join together in the global effort to eliminate it.

This was the premise for the adoption of this very important Convention. It was clear that child labour was such a huge problem that it could not be tackled in one go and just by using the minimum age of employment as a reference point. Therefore, this new Convention was designed to tackle child labour more specifically by focusing first on its worst and most harmful forms, including child prostitution, child soldiers, drug trafficking and other dangerous work.

Describe briefly how the Convention works and what it hopes to achieve through its time-bound programmes. You should not, however, spend too long on this Convention, just enough maybe to talk about some of the worst forms of child labour and why it is so important that these are dealt with immediately before pressing on with the issue of dealing with the wider problem of child labour.



Note for the user

Emphasize to the group that there *are* tools available to ensure that children are protected and allowed to enjoy their childhood and receive an education. It is up to all of society, including young people, to make sure that these appropriate conventions are used and applied and that employers, in particular, keep within the law. We all have a responsibility to bear in the campaign to eliminate child labour and enhancing our knowledge and then spreading that knowledge further is very, very important.

The final text that you should introduce to the group is the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-Up, adopted in June 1998. While this does not have the same status or role as the previous Conventions, it is a very important international document as it is a renewed and solemn commitment by the ILO and its member States to respect, promote and realize the following four principles and rights:

ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up

1. freedom of association and effective recognition of the right to collective bargaining (fundamental trade union rights);
2. the elimination of all forms of forced or compulsory labour (for example, slavery);
3. the effective abolition of child labour (key principle for SCREAM);
4. the elimination of discrimination in respect of employment and occupation (discrimination on any grounds).

Emphasize the third principle as this is important for the group. Effectively, every member State (country) has committed itself to the abolition of child labour. This commitment is for all countries regardless of their level of economic development, cultural values, history or even the number of ILO Conventions they have ratified. It is a unique international instrument. There is also an obligation on the ILO to assist countries which require help in fulfilling their commitments, for example, working to eliminate child labour.

Explain to the group how the Declaration and its Follow-up work, namely through two key tools: the *Annual Review* and the *Global Report*. The *Annual Review* is made up of reports from countries that have not ratified the relevant Conventions relating to the four principles and rights, for example, Conventions 138 and 182 described earlier. It shows their progress towards achieving respect for the principles and rights. An interesting point for the group is that workers' and employers' organizations are encouraged to take an active part in the process by promoting the Declaration and commenting on the



Note for the user

For more information and if you have access to the internet, we recommend that you visit the relevant section of the ILO Web site on the Declaration. Simply go to the ILO's home page, www.ilo.org, and follow the links to the Declaration pages.

relevant reports submitted for inclusion in the *Annual Review* by governments.

Suggest to the group that they might raise this issue with any representatives of workers' organizations (trade unions) or employers (business people) who visit them as part of their work in other modules. They could ask them what they know of the Declaration, what they have done to promote it and whether they take part in the reporting for the *Annual Review*. There should be references to the situation of child labour in these reports, and the group can ask what was said in the last report by their government for the *Annual Review* on this issue. You may find that these representatives will be surprised at the group's questions and may not even know how to answer them. This is all part of the learning process and will help the group to recognize their own role in promoting the Declaration, its principles and rights and social justice generally. We all have a part to play.

The *Global Report* is also published every year but, unlike the *Annual Review*, it only focuses on one category of principles and rights each year. It also covers all ILO member States whether or not they have ratified the relevant Conventions. So, in a four-year period, all four categories of principles and rights will have been examined. In 2002, it was the turn of child labour.

By the end of the discussion, the group should understand that the Declaration is a dynamic and practical international instrument that is used to closely examine the respect by ILO member States of the above four fundamental principles and rights relating to social justice world-wide.

Activity three: Image association

1 teaching session

This is a more interactive exercise that will help the group to understand key points of the above conventions through image association. This exercise can be your introduction to the conventions or can supplement what you have already done.

You will need to prepare the materials for this exercise in advance. First of all, on a black/whiteboard, flipchart or large piece of paper on a wall copy out key points/statements from the three conventions presented here: the UN Convention on the Rights of the Child and ILO Conventions 138 and 182. For example, "States Parties recognize the right of the child to education" or "States Parties recognize the right of the child to be protected from economic exploitation". Write clearly so that all the group can read the statements. It is important that you use short sentences and do not copy out large chunks of legalese text.

Next, using the various sources available to you (see The Image module), select a series of images – photos or print-outs, some of these may be in publications, books or leaflets – of children being exploited, abused or denied their rights in some way. Some of these will be child labourers, others might be street children or children who are malnourished. Although you will choose most of the images to match the statements picked from the three conventions, you should also look for other images from various sources depicting violations of other forms of human rights, for example, someone being beaten by police, homeless people, refugees being deported, a woman being discriminated against, and so on. These images will be used in your final discussion on this exercise.

Lay out all the images relevant to the conventions on a table near the place where you have written up the statements. Ask the group to come up either as a group or individually and study the statements and the images. Ask



them to choose an image that, to them, illustrates each of the statements one at a time to allow some discussion in between. For example, one member of the group might select an image of a child working in a carpet factory and associate it with a statement reading “States Parties recognize the right of the child to be protected from economic exploitation”, i.e., protected from child labour.



Ask each individual who associates a particular image with a statement to explain why they have chosen that image. Ask the group if they all agree with the choice. Would anyone have selected a different image? Again, why would they have chosen that image? Ask them to justify everything. Ask them in particular what they understand by the word “right”. What do they think a “right” is and how does it apply to people in society, people in the street, themselves as young people? Allow this discussion and exchange to continue as long as there is interest and it is kept fairly lively. Make sure that all the statements written up are associated with at least one image. It is quite possible that one image could be associated with more than one statement – it doesn’t matter. It is important during this discussion that you make the connection between rights as defined in international conventions and in the country’s legal system. In order for the rights defined in the conventions to be properly applied in a country, that country has to integrate them into their laws. From that point on, citizens can have recourse to legal protection and defence if their rights are violated or breached in any way. This also applies to children’s rights.

Once the discussion has come to a natural close, bring out the other images you found on other violations of rights. Pass these images among the group and ask them what rights they consider are being violated in the pictures. Discuss the violations, some of which might not be so apparent to the group, for example, discrimination against women. The issue of discrimination is particularly important in terms of guaranteeing the rights of every person in society and it can lead to some very interesting discussions within your group, especially if you are in a multiracial society.

Move the discussion on to how violations can be prevented by governments and society in general. What should be done to ensure that people's fundamental rights are not violated and how can everyone be protected? Indeed, should everyone be protected? Does the group feel that not everyone should be protected or should not have some rights? Who are they and why do they think this?

As stated, the important connection for your group to make is that between international conventions adopted by organizations like the UN and the country's own laws, rules and regulations. It can be through these international instruments that laws can be improved to ensure better protection of people's rights. It can also be through these instruments that the international community can express its displeasure at a particular country's behaviour and even take action to try and stop it from violating fundamental human rights. There are many examples of this in history and the present day.

International conventions are important instruments and serve a crucial purpose in protecting people, particularly the most vulnerable in society, such as children.

Activity four: Press clippings

1 or more teaching sessions

This particular exercise can be introduced at any time to your group. It can even be introduced at the start of the project and continue as an ongoing exercise throughout the implementation of the modules. For example, if you began your project with the Collage module, this will have made them think more about the issue of child labour and its lack of coverage in the media. From there, it is a logical step to encourage them to follow media reports more closely and take note of those which discuss either child labour directly or related issues. You should encourage the group to be much more aware of what is going on in the world around them and to take an interest in such issues.



The aim of the exercise is to encourage the group to scan through various written media, such as newspapers and current affairs magazines, to look for articles on child labour or related issues. Although coverage of child labour is not extensive in the media, with a practised eye, the group will begin to recognize articles that touch on the issue or references to it in other articles. They should cut out these articles and begin to compile their own press clippings file, which can be added to the information database that they will develop through the other exercises.

The press clippings exercise is very straightforward. It can either be done in one large group, or in smaller groups. It is up to you to decide how best it will benefit everyone in the group. There is a tendency for some group members when scanning newspapers and magazines to become absorbed in articles that have nothing to do with the subject matter. While allowing a measure of freedom, as reading newspapers will improve young people's general knowledge, ensure that the group and individuals are reminded of the task in hand.

Carry out this exercise no more than once a week to ensure that there are always enough newspapers and magazines available for all the group to keep their interest. Encourage the group members to bring in newspapers and magazines themselves, either from home or from local shops or newsagents who may have out-of-date copies they would be prepared to give away. Most local businesses would respond positively to such a request and it would enhance the community integration process.

Try and maintain a calm and peaceful environment while conducting the press clippings exercise. Move among the groups and individuals and talk to them as they scan the material. If you have the opportunity to scan some of the material yourself beforehand, note any related articles and subtly direct the groups towards these. Encourage discussions between individuals in the group. They may need to decide whether or not an article is related to the issue of child labour and in what way. This intellectual exercise deepens their understanding of the issues surrounding child labour.

Keep the exercise relatively short each time as their interest span can be limited, especially if there are few or no appropriate articles. Once you note that they are no longer searching avidly through the material and some are settling on other pages, such as the sports section, begin to wind down the exercise and prepare for a short debriefing session. In this last session, ask the group or individual who cut out an article to summarize it and explain how it is related to child labour. Encourage questions from others and if possible broader discussions on the relevance of an article or aspects of its content. Keep the debriefing short and snappy. As interest wanes from one article, move quickly to another one. As soon as the clippings are reviewed, ensure that each group files it appropriately. We recommend that one press clippings file is maintained for the full group so that everyone can benefit from the information during their research.

The press clippings file can also help in other modules, for example, the Debate, in which research plays a critical role. Encourage the group to make a habit of reading newspapers and magazines at home when they get the chance and to listen to the radio and/or watch television news if these media are available. Explain to them that if the world's citizens do not take an interest in what happens elsewhere, bad things, like child labour, will get worse and exploitation will increase. The press clippings exercise is simple and relatively inexpensive but it will foster growing interest among young people in what happens in their global environment.

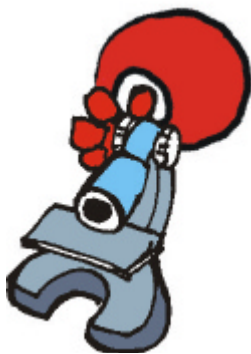


Note for the user

If you are conducting these modules in a formal education setting, why not consider integrating another school subject area? For example, if the school includes media studies in its curriculum, it might be an idea to approach the teacher of this subject and discuss the possibility of him or her conducting the press clippings exercise with the group. Failing a specific media studies teacher, you could approach the teacher of another related subject area.

Activity five: Research

2 single teaching sessions, with time between to complete assignments



The earlier activities in this module require you to speak at length but now it is time to set the group to work of their own. There is a danger that you might spend too much time talking “at” the group. Keep an eye on yourself to ensure that this does not happen.

The UN and ILO conventions are important and it is critical that the group learn about this aspect of the global campaign to eliminate child labour. The conventions set the project into context and enable them to understand better why they are doing these activities. However, there is a wealth of other information on the issue and it is more constructive to make it their assignment and responsibility to research it. You may have received material from IPEC or other organizations that deal with child labour. You may have enlisted the support of a library in identifying reference material and making it available to the group. You may have access to the Internet. You may have information from trade unions and NGOs. Exploit any available resources to the full.

Think up some assignments for the group in order to encourage them to conduct their own research. Provide them with a list of reference materials, including some key Web sites (but not all, as they will want to find some for themselves as part of their research) that will help them in their task. If necessary, provide the group with some basic training on how to search the Internet by subject and names. Maybe the librarian will do this or an IT teacher, if you are in a formal education setting.

Spot the Web site

Split the larger group up into smaller groups of at least two and no more than four. Their assignment could be to identify a certain number of Web sites, say three per group, that deal with the issue of child labour. However, as well as finding Web site addresses, the groups must also provide a summary of the contents of the Web site, which organization runs it, what its activities are, and so on. In

order to write up such a summary, the group will have to examine the Web site quite carefully. Each group should submit their findings in writing. You could then conduct a debriefing session in which each group could read out one of its submissions. You could ask the group to choose either one individual or one group (always be democratic in these processes) to write up all the submissions into one document, which can then be photocopied for everyone as a result of the research.

Assign the smaller groups or individuals the task of creating their own fact sheets, either on the basis of information found on Web sites or in written reference material. The fact sheets should contain, for example, 10 basic facts about child labour. They might come up with relevant statistics or activities conducted by an NGO. The important thing is that each group creates its own fact sheet and notes where it found the information. In a debriefing session, you could ask each of the groups/individuals to read out one or two of their facts to the wider group. Once again, the findings should be written up into one document and distributed to the full group.

You could develop other assignments along similar lines that will encourage the group to delve into background information on child labour.

Create a fact sheet

Note for the user

It is very important that assignments and tasks set within the context of the project are not marked in any way, in other words, that you do not compare one person's work with another. These are not tests. They are an attempt to heighten the individual sense of responsibility and set in motion the empowerment process of young people. It is crucial that young people begin to develop a sense of ownership for the project. Building confidence and bridges of communication are critical to the success of these modules.



Do's and don'ts



- Do make sure that every individual takes part in every session of this module.
- Do use humour and light-hearted banter within the group to help the session along.
- Do encourage individuals within the group to take notes themselves and to act as rapporteurs by noting down the main points raised during discussions. This is a very useful experience and skill for young people to learn. It will serve them well in their general education.
- Do keep notes yourself of major points raised by the group and individuals. It would be a very useful exercise for you to write up the main areas of discussion and IPEC would welcome such reports as they help in keeping the modules up-to-date and in exploring new areas of interest with young people.



- Don't make assignments in this module competitive in any way. You do not want to create fractures within the group and between individuals. Building strong and confident relationships is important, so do not undermine this process.
- Do make sure that you read out excerpts from all assignments and not only those that you consider the best or most relevant. Everyone's work and views count and you must be seen to be fair and non-judgemental.
- Do use the final discussion to let the group express themselves openly and freely. These are quite "heavy" exercises and you need to give the group plenty of opportunity to release some of their pent-up energy.

Final discussion

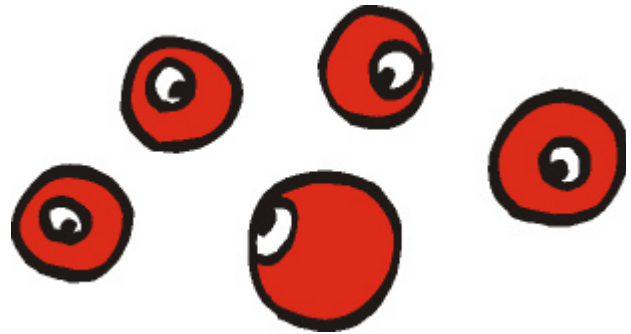
1 teaching session

Depending upon the nature of the group of young people with whom you are working, a discussion on the fundamental issue of “freedom of choice” can be quite interesting and informative. It also acts as a good debriefing session for this module. In many countries, young people do work in some form or other. It may be that their labour consists of household chores, helping on the family farm or in a family business, working on occasional evenings or at weekends in a part-time job to earn their own pocket money, or working to help support the family unit in some way. It is important that you are very sensitive to the backgrounds of the individuals in your group.

Encourage a discussion on what they might do outside the project or their formal education. Do they play sport? What sports? How good are they? Do they have hobbies or other leisure activities? Are they members of clubs? Do they like reading? Get them to expand on these issues in a relaxed manner. It will settle them down and create a positive environment for the debriefing.

As they speak about their own lives and the different activities in which they take part, you can begin to interject comments on differences between their lives and those of child labourers. Hopefully, the individuals in your group are able to have fun in their lives – through their sports, their hobbies, their school, their friends, their families. Hopefully, they are able to enjoy growing up and learning from the different aspects of life – how to be a member of a group, a community, a society – learning that we are all citizens of the world.

Emphasize that this aspect of childhood is what child labourers do not enjoy. The absence of these aspects of their lives that other children take for granted is often referred to as “lost childhoods” or “stolen dreams”. Maybe child labourers will have lighter moments, but these will





Note for the user

Key sources of information on the rights of young people as enshrined in national labour legislation are Departments of Trade and Enterprise, Ministries of Labour and trade union organizations. Contact officials in these offices and find out what material, if any, is available. Quite often, posters and booklets are produced to support young people entering the labour market for the first time. It is surprising how little young people know of their rights and how hesitant they are to protect their interests.

always be in the context of their work. Ask the group what they see as the fundamental difference between themselves and child labourers. Hopefully, at least one person will identify this as “freedom of choice”.

It is likely that if any of your group works, it is by choice. True, they might be persuaded by parents, family, personal needs, even economic situations – but, hopefully, it is a choice they make and no one should force them to make that choice. Nor are they usually being asked to give up that choice. They may still live with their families, have access to education and time to play and enjoy their childhoods alongside their work commitments. Child labourers, on the whole, do not.

Following on from this discussion, it is interesting to find out what the group know about their own rights in their own country. It is quite possible that studies have been carried out in different countries on young people’s attitudes towards school and the world of work and this discussion creates a strong note on which to end this particular module.

Conduct this session as a form of brainstorming session. Ask the group what they know of their rights specifically and write up their answers on a board or flipchart. Ask about maximum working hours, age limits, minimum wages, early morning and night work, rest breaks and the duties of employers. It is important that, as IPEC begins to enlist the support of young people across the world for the child labour campaign and as we talk about children’s rights in general, young people in different national and local contexts know and understand their own rights. This is very much a part of the pedagogical process and you should research this area prior to implementing this module and have the basic information on these issues at your fingertips.

If you have material available, circulate it among the group and find a prominent position in the room to display it. Encourage the group to read it. Young people should know their rights and not be afraid to stand up for them. Again, this is the difference between them and child

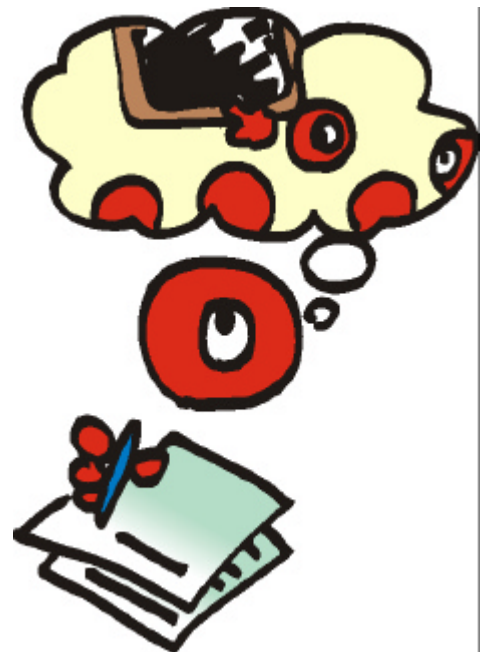
labourers. Child labourers are most often ignorant of their rights – they may not be able to read or write and no one is going to tell them what their rights are. Sometimes, neither the employers nor those who work alongside the children know that it is illegal to employ children. It has always been this way, so why should it be any different? Education in this respect is therefore key for all the stakeholders – children, parents, employers and the authorities.

Evaluation and follow-up

There are some specific outcomes in terms of the results of the assignments that might be set and the involvement of the group in any support and training offered by external resources. However, these are not easily measured in the short term. It is only really through the progress of individuals in later modules that you will have some idea of the success of this particular module.

This module can be very effective as a foundation stone for later modules. It is part of an important learning process and it will significantly enhance the group's background knowledge on child labour. Indeed, without it, it would be difficult to progress much further with the implementation of the project, so even if it might feel heavy going at times, persevere. Don't make the sessions too long, and make sure to intersperse them with some light relief.

Once you have completed this module, you will be well placed to move on to the Interview and Survey module. These two modules combined provide an extensive platform upon which young people can build greater awareness and enhance their role as agents for social change.



Annex 1

Web sites with information on child labour

Name of Organization	Web Site Address	Brief Profile
International Programme on the Elimination of Child Labour (IPEC)	www.ilo.org/public/english/standards/ipec/	Since the early 90s, the International Labour Organization (ILO) has mounted a major offensive against child labour through its IPEC programme by assisting member States in the implementation of national policy and programmes to solve child labour problems.
United Nations Children's Fund (UNICEF)	www.unicef.org	UNICEF is the UN body dealing with child-related issues. Child labour features prominently among its activities. It co-operates closely with IPEC.
Anti-Slavery Society	www.anti-slaverysociety.org	A concerned NGO which has a series of pages hosted on the geocities network. It provides student and teacher resources and related links.
Global March Against Child Labour	www.globalmarch.org	The Web Site of the official organizers of the 1998 Global March. It contains details of the march itself world-wide, background information on child labour and links to concerned organizations.
International Federation of Building and Woodworkers (IFBWW)	www.ifbww.org	International trade union organization running a campaign to eliminate child labour from the global construction industry.

Name of Organization	Web Site Address	Brief Profile
Education International (EI)	www.ei-ie.org	International trade union organization for teachers which targets teachers in an anti-child labour campaign, specifically in terms of producing teaching materials.
Union Network International (UNI)	www.union-network.org	International trade union organization for the services sector which runs an anti-child labour campaign primarily in the commerce sector world-wide.
International Confederation of Free Trade Unions (ICFTU)	www.icftu.org	International trade union organization for union centres which co-ordinates the international trade union campaign for the elimination of child labour.
International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF)	www.iuf.org	International trade union organization that conducts its campaign primarily in a field of significant exploitation: plantation and agricultural workers.
Public Services International (PSI)	www.world-psi.org	International trade union organization for public sector workers currently conducting a campaign to prevent the use of surgical instruments made by children in public hospitals.
Free The Children	www.freethechildren.org	Registered US charity with programmes and activities to reduce poverty and exploitation of children throughout the world.
One World	www.oneworld.net	One World is an online community of over 250 like-minded organizations concerned about social justice and humanitarian issues – child rights and labour figure prominently.

Name of Organization	Web Site Address	Brief Profile
Amnesty International	www.amnesty.org	International organization for the protection of human rights world-wide.
Child Rights Information Network	www.crin.org	A global network of organizations sharing experiences and information on children's rights.
World Alliance of YMCAs	www.ymca.int	The World YMCA movement is concerned at the global exploitation of children in any form and its national societies are engaged in activities to combat this development.
Pan-Pacific & South-East Asia Women's Association International	www.ppseawa.org	An international women's association engaged in activities to promote peace and understanding among women in this region. Resources are also devoted to women and children's welfare.
Sweatshop Watch	www.sweatshopwatch.org	Sweatshop Watch is a coalition of like-minded organizations and individuals committed to eliminating exploitation in sweatshops. Their work includes public education, public policy advocacy and coalition-building.
Casa Alianza – Covenant House Latin America	www.casa-alianza.org	NGO dedicated to the rehabilitation and defence of street children in Guatemala, Honduras and Mexico. It is the Latin American branch of the US-based Covenant House.
Alberta Sports, Pakistan	www.alberta-sports.com	Football manufacturer based in Sialkot, Pakistan, which is part of the ILO programme to eliminate child labour from this industry.

Name of Organization	Web Site Address	Brief Profile
New Concept Information Systems	www.newconceptinfo.com	Group of professionals in India that offers research and publishing services in several areas of social development, including child labour.
Defence for Children International (DCI)	www.defence-for-children.org	NGO promoting and protecting rights of the child. DCI branches exist throughout the world.
CAFOD	www.cafod.org.uk	CAFOD is the official relief and development agency of the Catholic Church in England & Wales. It runs a major campaign for child labour in the garment manufacture industry.
GreenNet	www.gn.apc.org	GreenNet is part of a global computer network specifically designed for environment, peace, human rights and development groups. 200 members have sites on GreenNet.
The World Bank Group	www.worldbank.org	The web site for the World Bank and related development/finance institutions
Essential Information	www.essential.org	Essential Information is a network of like-minded organizations focusing on development and humanitarian issues.
Agência de Notícia dos Direitos da Infância (ANDI)	www.andi.org.br	Brazilian news agency on children's rights issues.
Labors of Love Project	www.childlabor.org	NGO sharing information about child labour with the aim of persuading people to work more effectively together to end the practice while encouraging appropriate training and education for children.

Name of Organization	Web Site Address	Brief Profile
Children's House	www.child-abuse.com/childhouse/	An interactive resource centre for the exchange of information that serves the well-being of children.
Christian Aid	www.christian-aid.org.uk	Official agency of 40 church denominations in the UK and Ireland. It seeks to combat the root causes of poverty.
Co-op America	www.coopamerica.org	US NGO aims to provide economic strategies, organising power and practical tools for businesses and individuals to address social and environmental problems.
ChangeNet	www.changenet.sk	Virtual community for Slovak NGOs exchanging information and resources.
Terre des Hommes	www.tdh-geneve.ch	Swiss development cooperation NGO which acted as the Global March co-ordinator for the final events in Geneva.
Environmental Development Action in the Third World (enda)	www.enda.sn	International NGO based in Dakar, Senegal, concerned with sustainable development in Third World countries.
Save The Children	www.oneworld.org/scf/	UK's leading international children's charity.
ACTIONAID	www.actionaid.org	Leading development charity working directly with three million of the world's poorest people in Africa, Asia and Latin America, helping them in their fight against poverty.
Action for Solidarity, Equality, Environment and Development (ASEED)	www.antenna.nl	Global youth network focusing on issues of environment and development.

Name of Organization	Web Site Address	Brief Profile
Corporate Watch	www.corpwatch.org	On-line magazine and resource centre covering corporate accountability, globalisation, social and environmental justice.
Child Workers in Asia	www.cwa.tnet.co.th	CWA is a network of NGOs and individuals involved in the anti-child labour movement in various countries in Asia. It currently has links with NGOs in Pakistan, Bangladesh, Nepal, India, Laos, Vietnam, Cambodia, Thailand, Malaysia, Indonesia, Philippines and Hong Kong.
Council of Europe	www.coe.int	This site includes texts from recommendations, resolutions and press releases of the Council of Europe on its commitment to combat child labour.
Global Exchange	www.globalexchange.org	Global Exchange is a non-profit research, education and action centre dedicated to advocating and working for political, economic and social justice on a global scale. It aims to increase global awareness among the US public and move them to action while building international and domestic partnerships around the world.
Department for International Development (DFID)	www.dfid.gov.uk	UK government department dealing with developmental issues, including child labour.
United States Agency for International Development (USAID)	www.usaid.gov	USAID is the independent US government agency that provides economic development and humanitarian assistance to advance US economic and political interests overseas.

Name of Organization	Web Site Address	Brief Profile
Department of Labor, US Government	www.dol.gov	The US Department of Labor is charged with preparing the American workforce for new and better jobs, and ensuring the adequacy of America's work places.
The RUGMARK Foundation International	www.rugmark.de	RUGMARK is the fair trade label given to manufacturers of carpets and rugs who abide by the RUGMARK code of practice.
American Association of Farmworkers	www.afop.org	This site includes the AFOP campaign to eliminate child labour from agriculture in the US.
National Consumers' League (NCL), USA	www.nclnet.org	One of the largest consumer organization sites with a number of links to child labour sites as well as its own policy and programmes.
UNITE!	www.uniteunion.org	The textile and garment workers union in the US with a wide range of information on child labour and sweatshops. It also provides a number of links primarily to union sites.
Youth Advocate Program International (YAPI)	www.yapi.org	This site covers a wide range of issues of interest to young people and the organization also runs its own programmes world-wide.
The Concerned for Working Children	www.workingchild.org	This site provides some information and links on child labour.
European Union (EU)	www.europa.eu.int	This is the official Web site of the EU. It provides a wide range of links to associated sites as well as policy statements and departmental links within the Commission.

Name of Organization	Web Site Address	Brief Profile
International Save the Children Alliance	www.savethechildren.net	While this is not the best Save The Children site, it provides all the links to the national affiliates and is a good starting point for some of the good work on child labour done by this organization.
Levi Strauss & Co.	www.levistrauss.com	The official web site of the jeans multinational has a section relating to its community and grants programme. The company funds projects in certain fields, including social justice.
Reebok	www.reebok.com	Reebok has published a human rights statement on its Web site. It claims to be in favour of fair trade and good working conditions and to be against child labour in the manufacture of its products.
Clean Clothes Campaign	www.cleanclothes.org	The Clean Clothes Campaign (CCC) aims to improve working conditions in the garment and sportswear industry. One of their key objectives is to target retailers who sell products made with child labour.

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