

World of Work



International Labour Organization

SCREAM

Stop Child Labour

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



SCREAM

Stop Child Labour

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

World of Work

International Labour Organization

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.

IPEC/ILO encourages the reproduction, reprinting, adaptation or translation of part or all of this publication in order to promote action to eliminate child labour. In the case of adaptation or translation, please acknowledge the source and send copies to ILO/IPEC.

SCREAM - Stop Child Labour. Supporting Children's Rights through Education, the Arts and the Media, International Programme on the Elimination of Child Labour (IPEC), International Labour Office (ILO), Geneva, 2002.

ISBN N. 92-2-113 240-4

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: Learn about the world of work and what impact it has on different aspects of child labour. Develop contacts with the social partners to bring attention to the issue of child labour and share responsibility for its elimination. Simulate a tripartite discussion on child labour.



Gain: Deepens understanding of the roles played by different sectors of society and how they can contribute to eliminating child labour. Enhances the potential for community integration, awareness and fund-raising.

Time frame

6 single and 3 double teaching sessions, if implementing all of the activities

Note for the user

This module builds on the Creative Writing, Research and Information, Interview and Survey, Debate and Media modules. It is therefore a good idea to wait until you have implemented those before attempting this one. The World of Work is an important module in helping young people to understand how societies function and how the different elements in societies interact. However, it would be better to wait until they have already acquired a certain level of knowledge and skills in order to get the best out of the exercises.

The Research and Information module will have provided an insight into relations between the social partners and the government and what particular humanitarian or development issues they have identified as priorities. The Interview and Survey module will have encouraged them to make contacts with key figures from the world of work. The Creative Writing module will have helped them develop their literary skills and the Media modules their communication skills. In the Debate module, they will have learned how to hone their arguments on the issue of child labour and present these convincingly to an audience, which will possibly have included representatives from the world of work.



Motivation



The ILO is unique within the UN system as its structure integrates not only member governments, but also organizations representing employers and workers. The structure is known as “tripartite”. Tripartism refers to the special relationship of the social partners in the ILO where workers, employers and governments contribute to the setting of work-place standards and the protection of workers’ rights world-wide. Tripartism is central not only to social stability, but also to sustained growth and development and, in this perspective, the child labour issue must be given special attention.

The ILO encourages tripartism within member States as well, by promoting a “social dialogue” between workers, employers and governments. “Social dialogue” is the term given to discussions and negotiations between the tripartite bodies – the government, employers and trade unions. It is called a “dialogue” as it is an exchange of views between the different interest groups as they try to establish a consensus on a particular situation, matter or issue of an economic or social nature. “Social” indicates the involvement of the social partners, but also implies that the dialogue is supposed to be in the best interests of society as well.

In a similar manner, this module aims to promote a social exchange between young people and the government, workers’ and employers’ organizations of the country in which they live. Part of the educational process is understanding how the world of work functions and how we all share responsibility for what goes on in our societies. Nevertheless, we are always conscious in developing these modules that systems of governance, social partnership, worker and employer representation, and so on vary considerably from country to country. It is possible that the structures and systems referred to here do not correspond to those in your own country, but this will not affect the implementation of the activities listed in this module. You may be required to make some adjustments here and there to take account of the tripartite model, indeed, you may develop a stronger interest in the

tripartite model as a promoter of social democracy. This module may assist your own understanding of the model and further information is available from the ILO.

The process of raising awareness of child labour and then doing something about it is all-inclusive and involves as many actors in the wider community as possible, particularly those who can make a difference and quickly: governments, workers (trade unions) and employers. It is not enough to empower young people with knowledge of child labour and to give them the tools to use and disseminate this knowledge; we need to set the issue of child labour in the broader context and encourage the young people to learn more about how things work in an economy and in society in general. This will assist them in identifying key “targets” for their campaigning activities and therefore support their efforts to raise awareness and promote action.

If child labour exists in your country, the role of government, workers and employers is to work together to remove children from the work place and take care of their rehabilitation, education and well-being, including that of their families. If child labour is not prevalent in your country (and it does exist in some form or other in most countries around the world), it should still be an issue which demands the attention of government, workers and employers and their support in the global campaign to eliminate child labour. There are different ways this can be done and these are explained in the activities below.

This module informs young people of what the different actors can do to help the global campaign to eliminate child labour by explaining what their different roles are within the economy and society. It also helps young people to build closer and stronger relations with these stakeholders. Lastly, it will help them to inform these stakeholders about their project work and request their support and assistance. It is another step in their personal development and in the responsabilization process. It establishes them as agents for social mobilization within the community.

Preparation



Before conducting this module, it would be a good idea to do some initial background research on the three groups that make up the tripartite structure – governments, workers’ organizations (trade unions) and employers’ organizations – and how the system functions in your country. Find out whether or not any of them organize educational programmes for young people. For example, many trade unions run programmes for young people in schools or youth groups to provide information on their rights in the work place, the advantages of belonging to a union and the types of services they offer young people. You may consider inviting a representative from each of the stakeholders to come and address your group.

External support

Find out if anyone in the immediate environment, for example, in the school, among the group’s parents or in the local community, has any contacts in government, workers’ or employers’ organizations or works with any or all of these groups. They may be able to help with this module or come and talk to the group about their work.

Remember also that if you are in a formal education setting, the teaching staff in the school may well be members of a teachers’ organization. Talk to the school representative about how their organization could be involved, where common areas of interest may be developed and if officials can come to address the group.



What you'll need

- ✓ Paper and pens or pencils.
- ✓ Black/whiteboard or flipchart.
- ✓ Overhead projector.
- ✓ Access to a telephone (if possible).



Getting started

The way the module will eventually work out will depend very much on the group and their interest and on the availability of representatives of the three "world of work" bodies. The group needs to consider why it is going to contact any of these groups and what the aims and objectives are. It also needs to consider whether or not to contact only one, or two or all three of the groups. It would, of course, be better to establish contacts with all of them, as each one plays a different role in the socio-economic environment and each has a different set of responsibilities.

Involve your group in establishing any contacts. Encourage and help them to write to or phone local offices of employers' organizations and associations, local businesses, workers' organizations, trade unions or government information offices. It is good experience for them. Any letter should be followed up with telephone contact. One possibility is to split the group up into smaller groups and get each one to contact a separate body: government or workers' or employers' organizations. This might be the best route to take in most cases as it creates a more stimulating process and can lead to some interesting debates within the group.



Group organization

For the first two activities, depending on the size of the group, it may be more effective to split the overall group into three, getting each to work on either government or workers' or employers' organizations. This process should be done democratically, for example, by pulling names out of a hat.



If your overall group is quite large, you might want to break the three sub-groups down further, as it is best to work in numbers of three to four to ensure the involvement and participation of everyone. For example, for the government sub-group, you could break this down into the different ministries; for employers, you could ask groups to choose a business or organization that they could research; for workers, groups could choose different trade union organizations. What matters is that each individual has a task and responsibilities within their group.

Activity one: Research

*1 single and 1 double teaching session,
with time in between to conduct the research*

The first step for the group should be to find what exactly each tripartite body does and how it operates. Different countries have different ways of organizing their government ministries and departments, as do workers' and employers' organizations. What are their individual links with child labour and how can they help?

It is useful for young people's future academic and professional careers to learn how and where to look for relevant information, assemble it in a coherent fashion, analyse the findings and present the information in an effective manner for their purposes.

Note for the user

We recommend that you refer to the Research and Information module in preparing for this assignment. It will serve as a reminder of how to research a particular subject. You may have access to a local library or the Internet, both of which will be very useful when conducting research. If not, research can be conducted by interviewing people face to face or by writing to them and or phoning them. As always, you will have to work within the limits of available resources. Keep in mind that governments often have information departments, and employers' and workers' organizations will also have good information resources available to the public.



The task should consist of groups researching their allocated tripartite body and preparing an assignment which you should set. There are any number of potential assignments which you can develop, but it is important to keep these as interesting and interactive as possible, for example: What role can the Ministry of Education play in the campaign to eliminate child labour? What does the national trade union centre already do in respect of child labour? Are there Ethical Trading or Fair Trade shops in your town? How do they operate? Groups should be asked to support their research with facts and figures taken from documents that they identify during their work. Some of the questions that groups should focus on include:

Task setting

- What do organizations already do in terms of child labour?
- What is their position on child labour? Do they condemn it or tolerate it?
- How do they help support the campaign to eliminate child labour?
- Do they accept that they share any responsibility in the global campaign?
- What actions have any of these organizations already taken?
- Do they have any projects on child labour either in their own country or in other countries?

- Are any of the organizations part of a wider regional or international network?
- How does this network function and what does it do to combat child labour?
- Are there areas where any of these organizations are weak or strong?
- How open are they to research and questions on child labour?

Conducting the research

Young people will need help and support in making various contacts. It can be daunting writing to or phoning a government department, or the management of a big company or trade union. It is important that you work closely with each group as they undertake their research and readily offer help and support when they need it or ask for it. If you have external support available for this exercise, through other teachers or parents for example, then accept it. This is an exercise which will require you to be on top of the situation as it represents a fair amount of effort and work. You will need to maintain energy levels and your own particular enthusiasm for what they are doing. Explain how it will help in the final exercise of this module, which will be more hands-on in nature.

In order to assist in the research process, you will find below an outline of the various bodies, departments, offices, etc. that would be worth contacting about child labour in each category, whether government, workers or employers. The titles of departments and bodies will vary from country to country.

Central government

Ministry of Foreign/External Affairs: This is the main body in charge of the external activities and relations of a government. In industrialized countries, these departments are usually responsible for the aid a government gives to support developing countries. As such, they should be a first port of call for any group to find out what their government is actually doing in terms of combating child labour around the world. In some countries, these departments will be responsible for the allocation of development aid.



Ministry of Labour/Employment: This department should be contacted in order for the young people to find out what their rights are in the work place. How protected are they? What mechanisms exist to guarantee the respect of their rights by employers? What happens if these rights are not respected? What are their options? What are the national minimum age limits for work?



Ministry of Social Welfare/Children: It is important for young people to find out what level of social protection their government gives to those in need. How are situations of poverty dealt with by the government, particularly when children are affected? How are social welfare systems managed and made available to the population? What forms do they take, for example, child allowance, unemployment benefit, school meals? How does the government try and help people in need by improving their situation through employment, education, housing and so on? Is there any form of social welfare net at all in the country, or are people left to fend for themselves?



Ministry of Education: By comparing communications from the Ministries of Labour and Education, young people will discover what the minimum leaving age for school is in their country. The correlation between education and the legal age at which young people can start work has a direct impact on the prevalence of child labour. Young people should find out for themselves why this is the case. A parallel research area here could be on ILO Convention 138 on the Minimum Age of Employment. This is the most important international convention in terms of the global campaign to eliminate child labour. Why? Encourage the group to determine why. Is education freely available in the country?

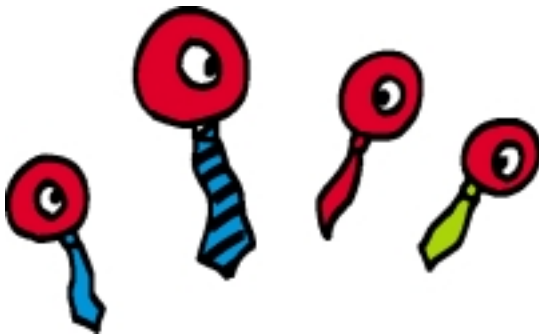


Ministry of Industry/Commerce: This is a key body in terms of determining how a government ensures that production, manufacturing and services are set in an environment in which working conditions and basic labour standards are protected and respected. This should apply not only to what goes on inside a country, but also to those goods and services that are imported into a country. How does a government go about ensuring that goods imported



into the country have been made or grown without the use of child labour and under conditions that respect internationally recognized labour standards? Research with this government department should also cover the field of codes of conduct or labour practice and can also look at regional efforts, for example, in the EU, NAFTA, ASEAN, MERCOSUR, SADC and so on.

Local government



Groups should also establish contacts with local government authorities to find out whether their local politicians are aware of the issue of child labour and the implications this has for their local constituents and what action they might take to contribute to the global campaign. Keep in mind that often there are councillors and local politicians who represent different interests which follow the same structure as central government: labour, employment, industry, commerce, social welfare, education and international issues. In the EU, for example, the local authorities are part of a regional network with an established structure of communications, exchanges and shared interests. In order for the global campaign to eliminate child labour to succeed in its aim, it is vital that political commitment is forthcoming at all levels. As young people work with these modules in different countries, communities will become more involved and politicians at all levels will begin to take notice of the number of activities on child labour.

As well as contacting the above central and local government bodies, you should encourage the group to be bold and to contact politicians of all persuasions:



- prime ministers and their deputies;
- presidents, vice-presidents and their offices;
- heads of political parties, central and local;
- mayors;
- well-known and respected politicians who may not hold a government position;

- politicians with a particular interest in development, social or humanitarian issues;
- young politicians.

Employers

Employers and their representative organizations and associations play an understated role in the global campaign to eliminate child labour. Child labour is about children who work and often about children who work in the most intolerable forms of labour. If children are working, you can be sure they are not working for themselves and have not taken the initiative to set up their own companies. They are working because companies or individuals are employing them. In other words, employers employ children and create child labour. However, many children work for small family holdings, such as farms, and in this case, of course, they are working for their parents or other relatives. This is particularly true of child labour in agriculture.

Sometimes employers may be unaware that they are employing children, but this does not absolve them of responsibility. They bear responsibility for anything that happens in the production chain, even if it happens in a different country. Employers around the world have a social responsibility towards their workers, governments, clients/customers and communities in general.

A classic example is that of multinational companies. As the global and regional integration of our economies has taken place, so it has become much easier for companies to expand and diversify their businesses. In a very short time, a company which might sell sportswear can source inexpensive manufacturers around the world and develop relations with cheaper transportation companies which can deliver their products to a wide range of distributors and retailers throughout the globe. In addition, they can have their company accounts managed in one country and their public relations and marketing operations in another. Indeed, the head office of a multinational company today can be little more than a small office, which manages its different operations in countries all over the world.





Of course, this is where the thorny issue of “responsibility” arises. If a licensed manufacturer of footballs in country A produces the goods for a multinational company in country B using children as workers in the factory and these footballs are then transported to be sold in country C, who is really responsible for the existence of child labour? Is it the employer in country A who employs the children to work? Is it the company in country B who claims to be “unaware” of the fact that children are employed? Is it the shop in country C that sells the product and yet claims it did not know that children made the footballs? Is it the government of country A, which has laws against child labour? Or are the governments of countries B and C responsible for not ensuring that companies in their countries respect fundamental labour standards and human rights and fulfil their social responsibilities? Are consumers responsible for buying products without checking on their origin and form of manufacture? Is society as a whole responsible for allowing child labour to continue unchecked?

Ultimately, we are all responsible to a greater or lesser extent. Each and every stakeholder and member of the community has a role to play, and employers have a particularly important role in ensuring that children are not employed in their work places or in the work places of those companies with which they have a business relationship. These are the issues that should underpin the investigative and research efforts of the group.



Many employers, unless they are very small, are members of an association. Sometimes these associations have a code of ethics on labour practice among their members that will make reference to labour standards and even child labour. These associations may be a part of a wider regional and/or international federation of employers, which means that a shop in a local high street may be a part of a much bigger network and have specific responsibilities within this network. You should encourage the young people in the group to find out as much as possible about the employers they target in their work. They might identify a high street retailer as a potential subject for their research. As well as contacting the

management of the shop to discuss their local labour practices, they should try and find out more about the affiliation of this retailer to other associations and then contact these to broaden their research.

While it can be difficult to reach employers and engage them on the issue of child labour in particular and labour standards in general, they cannot be held solely accountable for child labour, although they must shoulder their share of the responsibility for the manner and conditions in which children are often employed. A number of employers and their organizations have been co-operating with governments, trade unions and the relevant UN agencies to combat the problem of child labour at source. It is critical to the success of the global campaign to eliminate child labour that this important stakeholder group is integrated positively into activities to make a difference and bring about change.

Trade unions or representative workers' organizations

Trade unions are generally very active in supporting development, social and human rights issues. Trade unions were first created to protect the rights of the individual in the work place. Working people came to realize that, faced with the economic might of employers and the political might of governments, it was only by joining forces that they could hope to improve their situation and working conditions. In industrialized countries, child labour was widespread before the early 20th century. It was mainly through the collective strength of the trade union movement and a different approach to social development that change was brought about, legislation was reformed, education was improved and children were given appropriate protection.

The fundamental aim of trade unions is to protect the interests of their members, to ensure that they benefit from decent working conditions, earn a living wage and that their rights are fully respected by employers and others. As time has gone on and the socio-economic situation has developed, so the role and functions of trade unions have evolved. Trade unions are becoming service





Note for the user

Given the nature of the creation and development of the trade union movement, international trade and legal reform, it would be useful, if you are in a school environment, to call upon other teachers who might be able to assist the group in putting their research into context. For example, teachers of history, social studies, business and economics can make a significant contribution to the background information of students in developing their research. In addition, keep in mind that many trade unions have developed education programmes for young people and would be willing to come into the classroom to talk about the historical background of the union movement. Make the most of these opportunities as it promotes community integration.

organizations and are broadening their interests to encompass a much wider range of social, development and humanitarian issues. As a result, their position as a key community organization has been reinforced and they can play a significant role in the global campaign to eliminate child labour.

The trade union movement, too, is part of a broader regional and international network. The strength of international solidarity between trade unions in different countries can generate enormous energy and impact. In their research activities, it would be useful for young people to ask unions about their regional and international affiliations and to contact these organizations and ask for information on their different activities. A number of regional and international trade union organizations are concerned about the issue of child labour and support the work of IPEC. They often conduct their own activities and educational programmes on child labour in various countries around the world. Learning about these different programmes and analysing their effective contribution to the campaign to eliminate child labour can help young people to understand the important role that trade unions play and the nature of that role.

Trade unions are on the front line of the world of work. Their members are employed in or near work places where child labour might be used. In some instances, it would not be unheard of to find a trade union member working alongside a child, possibly even his or her own child. This situation emphasizes the importance of education and awareness-raising. Unions and their members can therefore play a very effective role as "monitors". They can keep an eye on situations of child labour and report such instances to their union officials and the relevant authorities.

In addition, through the process of "social dialogue", trade unions can work with governments and employers to build strategies to prevent child labour. Children are being employed in the place of adults and it is important to analyse why this should be the case. By working as a cohesive group, unions, governments and employers can

better define solutions to such situations and pre-empt the employment of children in work places. In most cases, it is accepted that where trade unions are strong and well organized, child labour will not flourish. It seems evident, therefore, that a key objective in eliminating child labour should be to build and support strong trade unions.

So, why does child labour exist in countries where there are trade unions and where there are laws prohibiting child labour? This introduces the themes of social and economic development, poverty, cultural and traditional differences, lack of access to schooling, poor educational infrastructure and external debt, to name but a few. It is not simply because trade unions exist that child labour will cease to exist. Trade unions are part of the solution — an important part — but there are many other parts and all of these need to work together to bring about change.

Talk to the full group about how they may give presentations of their findings. Explain that there are effective and less effective methods of presenting information. The less effective methods consist of a lot of talking at people, rattling off complicated statistics that baffle audiences and make it difficult for them to follow what is happening. Insist that each of the group members is involved in the presentation to some extent. Reassure them that you are not looking for documentaries and that presentations should not be too long. The most effective methods of presentation are those which excite audiences, arouse their interest, make them laugh, make them think and even take part and which help them to recall the information by remembering the presentation. These methods may include:

- Use of overheads – visual stimulation.
- Use of role-play – encourage the young people to turn the presentation into a small role-play, for example, with one playing an interviewer and the other the interviewee, or a news broadcast, or question time in Parliament, and so on. The possibilities are endless and it will certainly liven up the audience.
- Use of interactive methods – for example, following the theme of audience participation in which members of

Presentation of the findings



the audience ask questions or express opinions and an expert on stage responds to these.

Give the group an introduction in presentations, explaining the use of body language and expression in imparting information to an audience. If you have access to an external resource person who may be able to assist you in this session, use them. For example, if you are in a school environment, perhaps there is a debating society and you could involve the teacher responsible. Otherwise, one of the parents might have experience in preparing and giving presentations professionally.

If it will help stimulate the session, create a small competition between the groups to stir up a bit more interest and introduce a bit of humour, for example:

- A prize for the most informative presentation.
- A prize for the most innovative presentation.

Each group should also provide a written report of their findings, which can be displayed in the room or classroom where the group regularly meets. These reports will add to the information-gathering process and the collective memory of the project. They will also be useful for the interviews in the second exercise.



Activity two: Interview

2 single teaching sessions

Each group should select an interview candidate from one of the tripartite bodies : government and workers' and employers' organizations. You will recall in the Interview and Survey module that it was suggested that you involve these different bodies as much as possible in the project, for example, by inviting politicians, business people or trade union officials to come and address your group on the theme of their project or to observe their work in the form of a public debate or piece of drama. Interviews could then be arranged at the time when these representatives come to visit your group.

Note for the user

We recommend that you refer to the Interview and Survey module in preparing for this assignment. It will remind you and the group how to arrange and conduct interviews. The advice and suggestions regarding brainstorming, selecting candidates, contacting them, using video if available, conducting the interview and follow-up are all important to this exercise.

It is quite possible that the group has already conducted interviews with representatives from the communities involved. If this is the case, you might want to skip this exercise and proceed directly to the last activity. Otherwise, you might wish to conduct new interviews, perhaps with representatives that were not included previously.



The background information presented in the first activity and in the Interview and Survey module will help the group in putting together a series of questions for their interview candidates.

Activity three: Tripartite debate on child labour

*1 single and 1 double teaching sessions,
1 additional single teaching session for the reality check exercise*



Note for the user

It would be best to have implemented the Debate module before undertaking the World of Work module. The “debate” in this exercise should take the form of a parliamentary debate, i.e., more formal. It would not be advisable to use the “moving debate” format for this exercise. You will be asking your group to assume the roles of the tripartite partners.

By this stage, the groups should be more aware of the different roles and functions of the tripartite partners and this would be a good opportunity to put that knowledge to the test and to good use.

For this activity, divide the overall group up into three separate sub-groups, each representing one of the tripartite partners: government, employers and workers. The objective is to help the group to focus on the perspective of each of the partners in terms of child labour. They will need to discuss between themselves the issues that affect the partner that they represent in terms of child labour. It is a key exercise in terms of integration of the tripartite partners into your project and it will help the young people in your group to consider child labour and children’s rights from different viewpoints. By looking at such global issues from the viewpoints of others, it will widen their horizons and deepen their understanding of how such problems can exist and how important it is that all actors in society play their part in finding and implementing solutions.

As always in debating exercises, there must be a “topic”, “subject”, “resolution” or “motion” that will determine the nature and parameters of the debate. In earlier exercises in the Debate module, the groups will have been pressing either for or against the motion. In this particular exercise, it will not be a straightforward case of “for” or “against”, but of considering the policies and context of the three tripartite partners on a subject and presenting arguments to reinforce their position with the aim of coming to an agreement that is acceptable to all (consensus) resulting in a decision.

There will only be one subject for debate in this exercise:

“Protection of children from economic exploitation”

Each sub-group should retire to its respective space to discuss the subject in terms of the considerations below. Please note that these are not in any order of preference or importance. Because this list is quite long and detailed in sections, you should prepare copies of it beforehand and distribute them to each of the sub-groups. Then spend a short time talking about the subject of the debate and reading through the list of questions, making sure that the members of each group understand what is expected of them in the final exercise.

The objective is that each sub-group will discuss these questions from the perspective of the tripartite partner that it represents. Each of these – governments, employers and workers – will view these questions in a different way according to their own roles and responsibilities.

Definition of a child

- What should be the definition of a “child” in terms of his or her age? Should there be any other considerations taken into account in defining a “child”?
- What defines “child labour” for each of the tripartite partners?

Education

- Should there be compulsory education in the country?
- If there is to be compulsory education, at what age should children be allowed to leave school?
- How should the parameters for work be set for children who are still in compulsory education?

***Developing
recommendations
for discussion***



Minimum age of work

- At what age should children be allowed to work? In other words, what should be the minimum age for employment in the country?
- Should the minimum age for employment be the same for all forms of work? Should it vary according to the nature of the work? For example, should there be a higher age for hazardous forms of work such as mining, being in the military, working at night, working on dangerous machines, and so on?

Definition of “work”

- How should “work” be defined in terms of children being allowed to work? For example, if children are at school should they also be allowed to work, for example, in part-time jobs? How should work be categorized therefore, for example, light, medium and hard?
- What about children helping out at home in domestic chores, or helping in a family business, on a family farm, and so on? Should children be allowed to do this work in addition to going to school? Should there still be limitations to protect children in these circumstances?
- If children are allowed to carry out light work, how should this be defined and what limitations should be set? For example, should it be allowed to interfere with their education or be detrimental to their physical and mental health?

Working conditions

- What should be the hours of work for young people in different forms of work, for example, those in part-time work who also go to school? For those who are allowed to leave school and work full-time? For those in particular forms of work that may be considered hazardous or harmful to their health?
- Should there be a minimum wage level set for children and young people in work? Should there be one for children who work part-time and go to school? Should there be different levels for young people of different ages at work? What should these be?

- Should there be special attention to health and safety issues in work places where children and young people are employed, whether part- or full-time?

Hazardous work/worst forms of exploitation

- How should “hazardous work” be defined?
- What should be the position of the tripartite partners in cases where children are the subject of sexual exploitation? Or in a situation where they are forced to carry out illegal activities such as drug trafficking or other forms of crime? What should happen to the children involved, their welfare, their families, their rehabilitation, and so on? What should happen to those who force children into situations of sexual or criminal exploitation?
- What should be the position of the tripartite partners in situations of trafficking of children? How can this activity be controlled and/or prevented? What happens in situations where families of trafficked children are implicated in the practice?



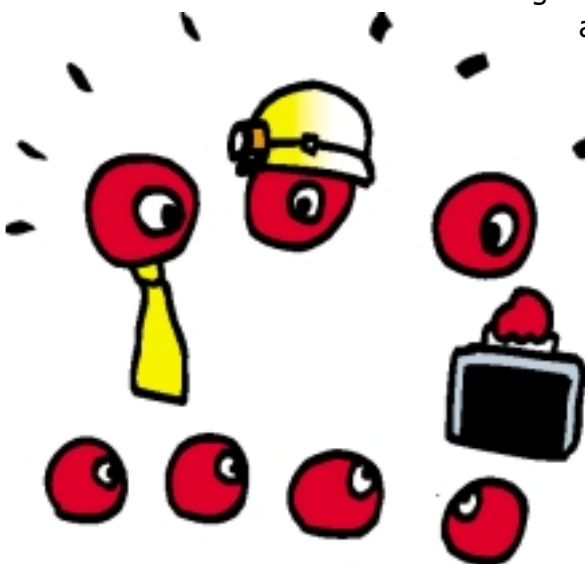
Monitoring

- How should the different tripartite partners monitor possible exploitation of children in terms of abuses of their rights? Should the tripartite partners work together? Should it be the responsibility of one particular partner? What can be done? What systems and procedures should be established?
- How should individuals, companies or organizations which break the laws on employing children be sanctioned? Should there be a system of punishment?
- How can the tripartite partners ensure that child labour is highlighted and that others in society are made to realize that it is wrong and everyone should help to eliminate it?
- Should child labour be totally eliminated from society? Are there cases or areas where it might be tolerated in some form or other? Who decides and who monitors these cases?

Each set of considerations will inevitably give rise to others as discussions progress and this is to be welcomed. The intention is not to provide such an exhaustive list of questions that the creativity and imagination of the young people involved are stifled. You want to see what ideas they also come up with by themselves.

In addition, annexed to this module is a list of topics and questions under the headings "government group", "employers group" and "workers group", which will help the young people to understand better the concerns and interests of each tripartite partner and to develop their recommendations on that basis. It would be best if you organized a separate discussion around this annex with each representative group, focusing on the area that concerns them. Draw them out in the discussion to ensure that they have understood what their positions should be on different issues. If you feel it might help, copy and distribute the annex to the groups concerned.

Allow the groups plenty of time for their own discussion and preparation. The objective of this stage of the exercise is for each group to develop a list of recommendations on the *protection of children from economic exploitation* and an opening statement outlining their position. The recommendations and the statement must of course reflect the relevant perspective of the partner that the group represents. Each group will require your input and assistance at various times and you should circulate among them providing advice, support and encouragement where needed. Make sure that everyone is involved in some way in the discussions. Each group should appoint one or more rapporteurs to note down the recommendations. One of the group will also be required to deliver the opening statement and one or several spokespersons should be selected to represent the group in the final tripartite debate. Of course, the spokespersons will always be able to confer with their full group and even ask other individuals to speak on specific issues on the group's behalf.



You can see from the above questions and the annex that it would help to have some additional support in this exercise. For example, if you are in a formal education setting, you might consider approaching teachers of economics, social studies, geography and business to assist the groups in preparing themselves for the debate. These teachers would be able to expand on the above questions further and assist the groups in refining the details.

In addition, this exercise provides you with a good opportunity to invite external representatives of government, employers' and workers' organizations to come and assist each relevant group in preparing their arguments for the debate. This would provide considerable added value both for the young people in your group and for the different communities being drawn into the project.

For the debate activity itself, refer to the Debate module and, in particular, the section on "Getting started" and "Group organization". While the exercise in this module will take the shape of a more formal debate, the group will not be expected to speak for or against motions in the strict sense of the activity. An audience might not be such a good idea for this exercise as the different groups will be feeling their own way. However, it would be a very good idea to involve any external support and to invite representatives from the tripartite partners.

The most effective format for this exercise is for a spokesperson from each group to make an opening statement on the subject of the *protection of children from economic exploitation*. Their statements do not have to be long and detailed but should highlight the position of the particular tripartite partner on this issue.

How the debate proceeds after the opening statements will depend to some extent on what the different groups have prepared in terms of their recommendations on this issue. However, it needs to start somewhere and good starting points include the definition of a child, the issue of

External support

Tripartite debate



compulsory education, minimum age for employment and hazardous work. In each of these, each group should give its position and policy, opinions and, of course, its own recommendation.

As the debate progresses on each subject, you should allow exchanges between representatives from the different groups. You should play the role of chair of the debate, unless of course it is decided to involve any special invited guest to play this part. Some groups might disagree very strongly with positions expressed by other tripartite partners on certain issues. Allow these disagreements or agreements to be expressed in a controlled manner. Do not allow the debate to deteriorate into a shouting match, of course, but do encourage everyone to comment on what is said and positions that are taken. This is what the tripartite debate is all about and it will help young people to understand that different interest groups will take different positions on an issue because of who they are and what they represent. For example, some employers may prefer lower working ages in some cases and trade unions may disagree as they want to protect both the jobs of their members and the well-being of young people.

When you sense that energy and interest in a specific point is waning, bring the discussion to a close and then get the overall group to vote on the point on the basis of the arguments they have heard. Do not give greater weight to the position of any of the tripartite partners, but tell the group to consider that everyone is equal and entitled to vote the way he or she feels is right. So if one group calls for a minimum working age of 16, another 14 and another 15, ask everyone to vote at the end of that particular discussion on what it should be. The majority will carry the motion and it will become a "decision". Explain that individuals do not have to vote for their own group's recommendation. They might be swayed by another group's arguments and decide to support its proposal. Therefore, no panel of adjudicators is required for this debating exercise.

Make sure that either you or someone designated from the group keeps track of the votes and decisions. Allow the debate to continue for as long as you feel there is interest and as long as the energy levels of the overall group are up. Once these start to wane you should either wrap up the exercise completely, or postpone it to another time or day to give people a chance to recover.

The length of time this exercise takes will have to be governed by you. It does not matter if agreement is not always reached, or even if discussions break down completely. What matters is that the group understands the nature of the world of work and how an economy and society tries to work while trying to take into account all the different points of view and interest areas. They will realize that it is not as easy as it looks to solve issues when different interests are at stake. The involvement of other teachers or external representatives will heighten the interest of the group and introduce other points of discussion and consideration that they may not have thought of themselves.

Encourage the other teachers or external representatives to remain with the groups during the tripartite debate as the young people will need as much support and assistance as they can get. The subject can be daunting, but also a lot of fun. The debates may get heated but this is good. Remember, encourage the groups to be as creative and imaginative as possible in preparing for the debate. Try not to give them all the information on a plate. Get them to come up with ideas of what governments, employers or workers might want and for what reason. The point of the exercise is not to be as accurate or as clever as possible, but to get them to enjoy the exercise, enter into the spirit of debate and to understand the notion of consensus. The more imaginative and creative they are, the more fun it will be for everyone.

Once the debate is completed, a further extension of this exercise could be for the debate to be written up by the group. It could be a group activity, involving collage, art and creative writing to make up a project report of the exercise. If you are working in a formal educational

establishment, the finished product could be displayed somewhere prominent to generate further interest in the school community. You could persuade the group to prepare a media campaign around the exercise by writing a press release or news article for the school magazine.

The reality check

Although this additional exercise will depend on the time available to your group and also the ease of access to some of the information that will be required, we would recommend that you do implement it as it will significantly enhance the knowledge assimilation process. The objective of this activity is for the group to compare the results of their own tripartite debate with the real situation in their own countries. It is possible that some of this work may already have been done earlier, for example, in the Research and Information module. It does not matter as all this means is that the information the group is seeking is closer to hand.

It is also possible that some of this information is not close to hand and the group might have to conduct some research to find the answers to their questions. It might also be a good idea in terms of community integration for representatives of the tripartite partners to be invited to discuss these questions with the group.



The objective, therefore, is for the group to compare the actual legal situation in the country with the results of their own debate and the “decisions” they have come to on the issues of child protection. Information on topics such as the minimum age for employment, age of compulsory education, and so on are usually available from central or local government offices. Employers’ and/or workers’ organizations should also be able to provide this information.

It would also be an interesting exercise to compare the results of the tripartite debate to international standards as laid down by the UN and ILO Conventions discussed in the Research and Information module.

This exercise should be in the form of a general, informal discussion with the full group. Compare the results of their own debate with both national and international standards. Look for the differences. Does the group feel that their position is better for children? Do they feel that their own legislation or even international standards do not do enough to protect children? How do they feel about the differences? Do they want to say anything about the differences? Do they want to contact the tripartite partners on these differences and make their comments publicly known? Do they want to write to key officials and ask why more is not done to protect children in the work place and from exploitation?

This exercise can be very interesting and an empowering experience for these young people. They are armed with knowledge and they understand the need to protect children in society and how this can be done. It is a significant step in their personal and social development and you should encourage and support them in any further action they might like to take. Such action could include writing to local or central government politicians, writing to employers' organizations, contacting trade unions, developing a media campaign, inviting key officials to come and discuss these issues with them in a public debate, for example, a panel discussion (see Debate module). If they feel strongly enough to take the issues further, let them go with their instincts and feelings and support them as well as you can. This is exactly the sort of action you are hoping to generate through this module.

Do's and don'ts

- Do make sure that every individual takes part in every session of this module. It is a very important exercise in many ways, not least in providing them with some insight into how the world of work operates — a place where they will all spend a good proportion of their lives.
- Do use humour and light-hearted banter within the group to help the session along as it can be heavy-going with so much information to take in.





- Do encourage individuals within the group to take notes themselves but also 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.
- Do make good use of the debriefing session of this exercise and let the group express themselves openly and freely.
- Do make use of a video camera or computers if these are available, especially during any interviews that might be conducted or the debate.
- Don't necessarily implement all the exercises in this module. Depending on time, resources and other constraints, you may prefer to implement only one of the exercises. Choose the one best suited to the needs and circumstances of the group.
- Do make sure that interviews are fully discussed and properly prepared and followed up (see Interview and Survey module).
- Do encourage the group to send thank you letters to individuals who have participated in these exercises.
- Don't put any young person in a situation in which his or her self-confidence may be undermined, particularly if he or she is not suited to conducting interviews, or playing a leading role such as group spokesperson. Every member of the group should be able to find a role in these exercises. You should support this process and make sure all the young people are comfortable with their roles.
- Do ensure that all members of the group are involved in the research activities, such as letter writing, as this will help the development of personal, social and communication skills.
- Don't make assignments too competitive in this module.
- 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.

- Don't allow the group to make fun of finished pieces of work or during the social dialogue sessions.
- Do provide full support and encouragement for the group if they decide that they want to take further action following the tripartite debate exercise. Your support and encouragement is very important to them and will further reinforce the strong bond of trust and confidence that you are building within the group.

Final discussion

1 teaching session

Once the final exercise is over, assemble the group in the usual meeting room or classroom and ensure that there is a relaxed and light-hearted atmosphere. Include any external support person(s) if you can in this debriefing session. Have material resulting from the exercise in front of you, whether this is the assignment results, interview reports, video footage or the results of the tripartite debate.

Talk about the process the group has been through and encourage general discussion on each aspect of the exercises, from preparations, to drafting, to the activity and then the follow-up. Find out what they enjoyed most and where they were less enthusiastic. Let them express themselves freely and openly on any related issue. Simply allowing them the freedom to talk and express themselves on the project as it progresses is enough to instil confidence and maintain the strong bond within the group.

The final discussion for this module will be very important given the volume and nature of the work in which your group will have been involved. The World of Work module is an important component in the process of raising young people's awareness of child labour. It helps them to put the issue into context and to better understand some of the "why's" of child labour and how children can be better protected. Through the tripartite debate, they will come to realize the complexity of the world of work and how each group — governments, employers and workers — is part of the problem, but also part of the solution.



Take a look at the final discussion sections of the Interview and Survey, Research and Information and Debate modules. These contain very useful information that will support the final discussion in this module.

Evaluation and follow-up



In terms of measurable indicators for this module, there are indeed specific outcomes that are measurable in so far as they will either have occurred or not. Depending on which exercises you decide to implement, groups will have completed research assignments and perhaps conducted an interview and held a tripartite debate on the issue of child labour.

Some of the indicators for this module are less evident over 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. The tripartite debate in particular can be a very interesting and quite dynamic and energetic process.

The module provides young people with a channel of communication with governments and employers' and workers' organizations, which is important enough now but can have even more important implications as they develop as individuals and think about their own academic and professional futures. In terms of personal development and social skills, it is a significant learning opportunity. It also deepens the sense of responsibility of young people as they will be putting themselves in the skins of important people and professionals and trying to think in the way they do and take the positions they might on certain issues. It helps them to understand what governments and employers' and workers' organizations can do in the global campaign to eliminate child labour.

Once you have completed this module to your satisfaction, move on to a new module. If you have not yet implemented the two Media modules, we suggest that you do this next. Otherwise, you might consider doing the Role-play or Drama modules.

Annex 1

Considerations for the tripartite groups in the debate exercise

Government group

This group's main interests include:

- *Legislation* — The laws that a country needs to protect people, to run businesses, to protect working people, to protect children, to ensure that society develops in a cohesive framework.
- *Public services* — What services does the government provide for its people? Health? Education? Transport? How are these services paid for? How are they distributed? Is everyone entitled to education? Should the government provide free education? Can it afford to? Can it afford not to? Should people have to pay something? Is health care free, or do people pay as they go? Can the government afford good quality public services?
- *Social welfare* — How does the government look after people in need? How is poverty dealt with? Can the government afford a welfare state? What are the criteria for government aid? Does the government concern itself with population growth? How?
- *Planning* — Are there big cities in this country? Are they properly controlled and is there effective town planning? Do people in rural areas move to the cities? Why? Can something be done to slow this process? Can the government invest in rural development to persuade people to stay there? How does planning link with transport and public services? Are enough schools and teachers available in rural areas?
- *Type of government* — Is everything controlled, managed and financed by a central government? Or, does the government feel that it would be more democratic, fair and effective to decentralize its structure and allow local governments to establish themselves and take care of their own concerns in their jurisdiction? If so, does central government control local governments, or are local governments managed by democratically elected politicians who regulate activities in their particular area of the country? For example, do they regulate what happens in work places, for education, and so on?

- *Citizens' rights, freedoms and human rights* — Does the government want to win the favour of the people by declaring that it will fully respect all human rights, including children's rights? Will workers enjoy their full trade union rights? How democratic is the democracy? At what cost?

Employers' group

This group's main interests include :

- *Legislation* – What laws would employers like to see in place to govern such areas as ages of workers? Would they want to try and restrict the rights of their workers to organize themselves in trade unions and demand higher wages or improved working conditions? What reaction would the employers have to an improved and more efficient labour inspectorate? Would they welcome better laws protecting children and young people?
- *Social responsibility* — Should employers be expected to invest their profits in things like schools, community development, infrastructural development, job creation, adequate waste disposal, environmental protection, and so on? Should employers have strong social responsibility? Do they feel that what happens in society is their concern?
- *Privatization and public services* — Would employers prefer to have good quality public services, paid for with taxpayers' money and managed by a publicly accountable government? Or would they like to take over these services themselves and turn them into profitable businesses by running them at low cost, even if it affects quality of services? Would employers, therefore, like to see public services privatized and offered for sale to the highest bidder on the market? How would employers run these services afterwards? For example, do they believe that education services should be privatized or that education should remain the responsibility of the government?
- *Social welfare* — Paying for pensions and sick leave, maternity leave, employees' children's education, etc, costs money. Paying into a government health scheme so that people can get medical assistance also costs money. Do employers think that they should pay all or some of the contributions to these sorts of social welfare schemes for their workers? Or should workers pay all of it out of their wages? Do employers want to organize their own private pension schemes for when workers retire, or do they contribute to a state pension? Do they believe that they should help those workers who need it by offering such facilities as child care to help women workers, education so that workers can improve themselves, loans for workers who cannot afford bank interest rates, and so on? How much of

any social costs are the responsibility of employers? Should they be expected to care about their workers, communities, environment and country?

- *Workers' and employers' rights* — Might it be detrimental to employers' interests if workers are allowed to join representative trade unions which are strong and can influence public opinion and governments? What do employers think about individual rights and freedoms? Should they be adopted and allowed to everyone? Should some of them be limited in some way or in some cases? Who decides? Should employers enjoy their rights completely? Should others be allowed to have a say in what employers' rights are? Why? What about the government? Should it be allowed to impose rules and regulations on employers and perhaps restrict some of the freedoms they want?
- *Organization* — Do employers stick together to protect their interests? Do they believe that they can stand on their own feet and negotiate with government and workers? Or, do they feel that they would be much stronger as a group if they created a federation representing all of them and which would constitute a powerful lobby group?

Workers' group

This group's main interests include:

- *Trade union responsibilities/structures* — What is the role of a trade union? Whom do they represent? Their members, the people who pay to join them and use their services? Or do they also work for their members' families? Are they concerned about issues other than work-related issues? Do they take an interest in the environment, the marginalized and the vulnerable? Do they have a role in society, protecting and making sure that it develops safely and effectively? How do they get their own revenue? Who pays their bills and salaries? What does this mean for their independence? Do members tell them what to do or do they tell the members what they will do? Do they get any revenue from government or employers? Why? How? Does this mean that government and employers have a say in what they do and how they do it?
- *Legislation* — Trade unions would be concerned that a legal framework is developed that protects their members and their members' families, that protects the vulnerable in society, that protects the environment and that guarantees democracy and fundamental human rights. They would want to make sure that one of the other groups isn't allowed to become too powerful by shaping laws that suit their needs and desires. They would try and act as a counterbalance to government and employers. Is it important

to make sure that an age limit is set for young people being allowed to work? What age should this be? Should young people be allowed to work at night, for long hours, at low wages or in occupations where they might get injured or even killed? What are the jobs in which young people's state of mind or morals might be affected? How does the union protect these young people? Should the union get involved? Surely the age young people work also has to tie in with the age at which they can leave school? So, how does the government balance the two? What sanctions should there be for employers who exploit children and how can the government and trade unions monitor this situation? What other factors need to be taken into account when dealing with working children?

- *Social responsibility* — Somehow society has to develop. Governments and employers should contribute to that social development. If a company makes a lot of money by setting up a big factory in a town, then is it not fair to ask that company to contribute something towards the development of that town and for the benefit of its people, maybe by helping build a school or making sure that it does not damage the environment and even contributes towards the improvement of the environment? Surely somebody has to assume responsibility for protecting people, especially the vulnerable in society, children, the elderly, the disabled, the sick and the poor? Should trade unions also assume a role in social responsibility? After all, perhaps their main interests are about helping their members and improving working conditions and they may not have the time nor the inclination to concern themselves with other issues? But if they don't do it, who will? The government, the employers?
- *Political and financial independence* — Should trade unions be completely free from politics? Should trade unions allow the government (or the employers) to interfere with how they are run and how they manage their affairs? Should unions accept financial contributions from governments, political parties or employers? Should trade union officials be elected by the members or appointed by a smaller group within the union? How can a union guarantee its independence and try and prevent corruption from arising?
- *Public services* — How important is it for trade unions that the government provides good public services? Do trade unions organize workers who work in public services, that is, government workers, central and local? Who benefits from good quality public services? How can they influence government decisions and the pressure on government from employers? Would trade unions support privatization? There are good arguments for market liberalization, does this apply to public services too? Who pays for public services and who decides on how they are run, managed and distributed around the country?

- *Social welfare* — Trade unions should ask themselves who pays for things like pensions, health care, education, unemployment benefit, sick leave, maternity leave, and so on? Should it be the government, the employers or both? Should there be a contribution to these costs from workers/union members? Who manages social welfare? Should it be left entirely to the government, or should it be managed by a democratically elected board of governors? Who makes decisions in cases of dispute? The courts? But who controls the courts, appoints judges, and so on? Should the country's judiciary system be independent from the government to try and avoid corruption and abuse? How does the country deal with poverty? How does it look after those who are most in need — the vulnerable, the sick, the elderly, the disadvantaged? Who decides how people are categorized when considering what help and financial aid they need? Is this a concern for trade unions? Should they only get involved when it concerns their members?
- *Economic planning and trade* — Suppose that the government promises some employers that, providing they open new factories in a rural area, they can operate without trade union interference and at reduced wages for the workers? Suppose they even agree to turn a blind eye if children are employed, what do the unions do? How do they make sure that questions of trade, which are very important for a country's development, are not used as a tool through which workers and poor people in rural areas can be made to work for less money and under poor conditions? How do they make sure that children are protected in these circumstances? Should the same laws of the land apply to foreign companies which come to do business in the country? What about working conditions for workers in foreign companies? Can the trade union organize them and defend their interests too? Should trade unions be involved in the decision-making process on economic planning and issues of trade? Is it any of their business? Are they qualified to do so? Should these decisions be left to government and employers by themselves, or should other groups be involved? Why?
- *Workers' rights and human rights* — This is a crucial issue for trade unions as effectively the existence of such rights shape their activities. Trade unions are among the reasons why some of these rights exist at all. They would be concerned that each worker, person and child would benefit from fundamental human rights as stated in the Universal Declaration on Human Rights. Unions would want their members to enjoy their full trade union rights and be properly protected and defended. But what about the rights of others, how much of this can they really take care of? Should it not be the responsibility of governments to make sure that human rights are respected? And if they don't do this job properly, who will protect those who cannot help themselves, for example, children? Who keeps an eye on the

government and employers to make sure that they are behaving in an appropriate manner? What mechanisms are in place to make sure that rights are respected?

International Programme on the Elimination of Child Labour (IPEC)

Project INT/99/M06/ITA Funded by the Italian Government



Stop Child Labour

Produced by the International Training Centre of the ILO, Turin
in collaboration with the



ISBN 92-2-113240-4

