

WORLD TEACHERS DAY
IS CELEBRATED ON
OCTOBER 5TH EVERY YEAR.

INTERNATIONAL EFFORTS

Recognizing the importance of the link between child labour and education, the ILO, UNESCO, UNICEF, the World Bank and Global March Against Child Labour formed the Global Task Force on Child Labour and EFA in 2006. The GTF on Education and EFA now includes a number of agencies. It facilitates collaboration in various areas and has as a dual goal of elimination of child labour and Education for All.

In this background the role of teachers and their organization becomes very critical for the combat against child labour.

There is necessity of mainstreaming child labour issues in the regular programmes and activities of the Teachers and their organizations so that their time and resources are convergently used for the welfare of children and child labour elimination.



CHILD LABOUR AND EDUCATION AN IPEC PERSPECTIVE

The international community's efforts to achieve Education For All (EFA) and the progressive elimination of child labour are inextricably linked. On the one hand, education and in particular free and compulsory education of good quality up to the Minimum Age for entering into employment as defined by ILO Convention 138 is a key tool in preventing child

IPEC continues to work closely with Education International and the World Confederation of Teachers.

labour. Children with no access to quality education have little alternative but to enter the labour market where they are often forced to work in dangerous and exploitative conditions. The ILO is promoting EFA in a Decent Work context not only in connection with combating child labour, but also as a part of its work on developing vocational and skills training, promoting the status of teachers, and

upholding the rights of teachers' organizations. But on the other hand, child labour is a key obstacle to EFA since children who are working full-time cannot go to school. For those who combine work and school, their educational achievement will suffer and their tendency to dropout of school to go to full-time employment, is very high.

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CHILD

LABOUR



Role of Teachers and Teachers' Organizations in Combating Child Labour

STOP

ILO-IPEC - Karnataka Child Labour Project
(Supported by the Government of Italy)



International Labour Organisation



ROLE OF TEACHERS AND THEIR ORGANIZATIONS IN COMBATING CHILD LABOUR



The prevention and elimination of child labour should also be one of the key objectives of our education policy.



CHILD LABOUR AND EDUCATION

Provision of good schooling and removal of all the direct and indirect costs of education can do a lot in reducing child labour.

Lack of access to proper schools with inspiring teachers, relevant curriculum, interesting way of teaching (pedagogy), appropriate infrastructure like toilets, drinking water, flexible procedures for admission, promotion, evaluation, timing, age and paternity proof; equal treatment and nurturing; dissuades

and repulses many a child from the regular school system. A dropout child with no other full time day long alternative often gets into the world of work. First through family labour and then to hardcore wage employment. Although child labour is not an inverse of school attendance but the argument that whatever promotes school attendance is likely to deter child labour cannot be controverted. Empirically there is a negative correlation between child labour and hours dedicated to schooling.

In many societies including the Indian society, teachers are looked upon as the individuals who can help to bring about positive changes in the lives of people. They are seen as natural leaders who can advise communities on various issues. Within the context of their direct interaction with children, parents and communities, teachers and educators could play several major roles in the prevention and elimination of child labour. They can act as:

1. Frontline monitors and "child watchers";
2. Community resource persons on child labour and advocates for children to be in school;
3. Catalysts for change in the educational system;
4. Counsel the parents and children and follow up closely the vulnerable cases.

5. In schools they can:

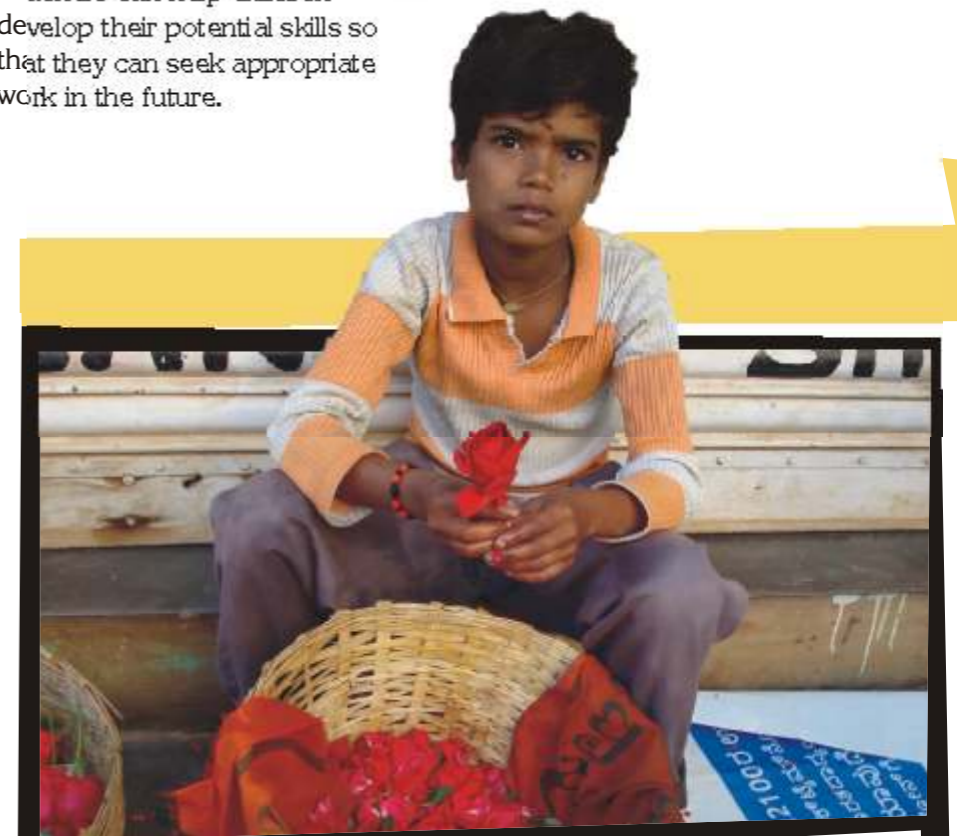
- Make learning an interesting experience for children. By being innovative in their method of teaching, by captivating the children's attention and sparking their curiosity, children will be stimulated and motivated to pursue their education.
- By being sensitive to the problems a child may face, by addressing the learning difficulties he or she encounters, the teacher can ensure that the child's specific needs are met.
- Teachers can also inform children about the dangers of child labour, about their rights and the means for defending them.
- Teachers can help children develop their potential skills so that they can seek appropriate work in the future.

6. In the Community they can:

- As influential members of the community, can reach out to the parents and community leaders in order to raise awareness on the dangers of child labour and involve them in seeking solutions to the problem by
 - Advocating the importance of education.
 - Involving them in efforts to improve the school.
 - Mobilize Community support to ensure that child labourers go back to school and that all children receive education.

TEACHERS' ORGANIZATIONS COULD:

- seek to improve the working conditions of their members;
- work along with governments in developing and promoting teacher ethics, codes of conduct, recruitment and work criteria;
- participate in the efforts to improve the education of teachers such as curriculum reform for teacher training (pre-service and in-service) etc.;
- suggest and advocate more up-to-date and effective teaching methods and techniques;
- encourage the exchange of information and experience;
- reach out to teachers working in rural areas and in non-formal education programmes;
- extend organizational membership and protection to educators;
- initiate and conduct campaigns against child labour by coordinating action with members at local, national and international levels;
- build up or strengthen teachers' networks and forge alliances with other trade unions, child-focused or social development organizations and networks at local, national and international levels;
- engage in constructive, critical and open dialogue with governments to advocate for policy reform, programme development and implementation to expand access to and improve the quality of educational programmes to prevent and eliminate child labour.



**STOP CHILD LABOUR:
MAKE WAY FOR EDUCATION**