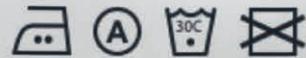


World Vision

#EndChildLabour
What are you buying ... into?

VGen



Campaign Toolkit



DO NOT DRY CLEAN
WASH DARK COLORS SEPARATED

WASH WARM. TUMBLE DRY MEDIUM.
CHLORINE BLEACH ONLY IF NEEDED
4567XX MADE IN AUSTRALIA.

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What is the issue?

Today there are 168 million child labourers who are performing tasks that can be harmful to their health, education and development.

Child labour is work that deprives children of their childhood, their potential and their dignity. It is work that exceeds a maximum number of hours; work that is mentally, physically or socially dangerous and harmful to children; and work that interferes with education.

How widespread is child labour?

Of the 168 million child labourers, an estimated 85 million are involved in hazardous work practices. This can include:

- modern-day slavery
- work that involves sexual exploitation
- the production and trafficking of drugs
- other labour that puts their life at risk, or is very damaging to their physical or mental development.

Child labourers work in many industries. They work in fields that supply the cotton for our clothes. They break rocks for constructing houses and offices and they harvest cocoa that we enjoy in the form of chocolate. When we purchase the products of their labour we may be unknowingly purchasing the products of their labour. That's why this campaign is about making people stop and think about what they're buying ... into.



What is the issue?

Prevalence of child labour

There are 264 million children in employment. Of these, 168 million work in situations which interfere with their development and schooling. Of the 168 million, 85 million are in the worst forms of child labour and work in hazardous conditions.



264

million children
in employment

168

million child
labourers

85

million children in
hazardous work

Number of child labourers by age (000's)

Of the 168 million child labourers, 73 million are between the ages of five and 11. Think about what you were doing between those ages.



73,072

Ages 5 - 11

47,381

Ages 12 - 14

47,503

Ages 15 - 17

Reference: World Vision Australia (2014) Creating Markets for Child Friendly Growth: Addressing child labour through G20 public procurement. Available from: http://www.worldvision.com.au/Libraries/3_3_I_Children_PDF_reports/Creating_markets_for_child-friendly_growth.pdf

What's wrong with child labour?

Here are just two of the many negative impacts of child labour.

1. Leads to health problems

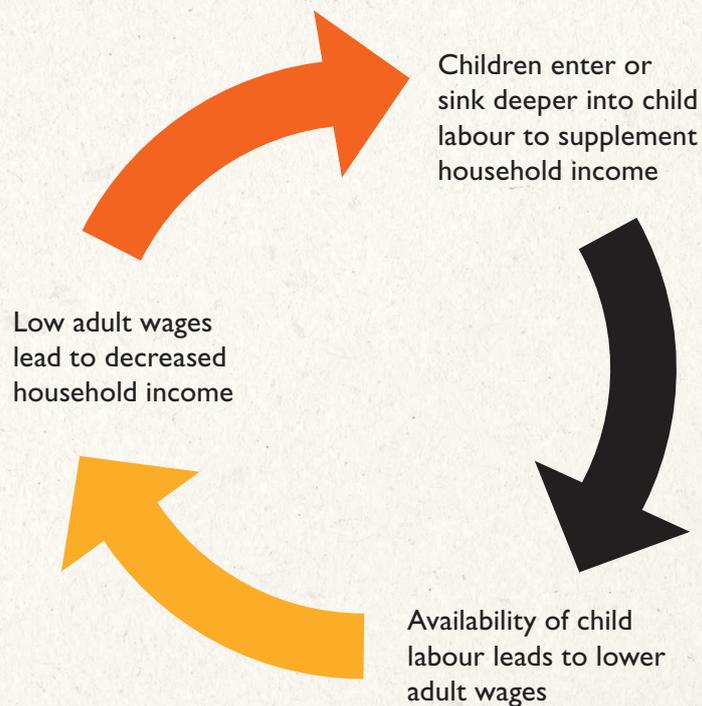
- The World Health Organisation states that the hazardous working conditions that children have to endure contribute to the development of short and long-term health issues.
- Normal growth and development can be hindered by the extensive physical strain that they endure.
- Hazardous work conditions lead to injuries.

For example, children in rural areas of Pakistan forced to work at a carpet weaving facility, had cuts and bruises, musculoskeletal injuries and respiratory illnesses from breathing in fibres and chemicals.¹

2. Hinders economic development

The Child Labour Trap

- Child labour increases the rates of adult unemployment. This is because a child can be hired to do an adult's job, but for a lower wage.
- Depressed adult wages and unemployment mean that parents can't afford to educate their children. This leaves the children locked into the same poverty cycle as their parents.



1. Reference: Awan, S, Nasrullah, M, & Cummings, KJ, 2010, "Health hazards, injury problems, and workplace conditions of carpet-weaving children in three districts of Punjab, Pakistan", International Journal of Occupational and Environmental Health, Apr-Jun;16(2): pp. 115-121.

Common myths about child labour

Some people think child labour isn't that bad. They presume that those affected are mainly teenagers doing light work and after-school jobs. But sadly, they're wrong.

Others think that it's necessary for children in developing countries to work, to help escape poverty and to help their economy grow. Again, that's incorrect.

It's important that we break down these harmful myths, so that we can start to end child labour.

Myth #1: Child labour is necessary to survive extreme poverty

Fact: Getting an education is critical to ensuring children gain the skills needed to secure better jobs and opportunities. Child labour keeps them out of school. Many children are doing hazardous work that harms their development or long-term physical or mental health, and this affects their ability to work in the future.

Myth #2: I worked as a child – it's harmless

Fact: There is a difference between child labour and child work. Part-time work in developed countries helps develop social skills and doesn't interfere too much with schooling. Child labour occurs in conditions which exceed a maximum number of hours, has negative physical, social or mental impacts on the child and interrupts or stops schooling.

Myth #3: Most child labourers are almost adults anyway, so it's ok

Fact: 44 percent of all child labourers are aged between five and 11 years. That's about 77 million children.

Myth #4: Child labour is an inevitable consequence of growth and development

Fact: Child labour is not a consequence of growth and development. In fact, it is an obstacle to achieving growth. There is a strong negative correlation between the amount of child labour and per capita GDP. In other words, more child labour equals lower national income.

Child labour is linked to a range of negative impacts on economic growth, including:

- low adult wages
- increased adult unemployment
- slow technological progress
- difficulties attracting foreign investment

Investment in "human capital" – the skills and capacities that reside in people – is one of the most important determinants of a nation's economic success. Child labour undermines this, as it means that adult workers are not being invested in, or given appropriate wages.

Myth #5: Child labourers work in sweatshops

Fact: More than 58 percent of child labourers work in agriculture. The media gives more coverage of child labour in sweatshop-like conditions. However, the industrial sector – which includes sweatshops, factories, construction sites and mines – accounts for 7.2 percent of child labourers.

So when you try to identify products that could have been made with child labour, you need to look beyond where they were manufactured and where the raw materials came from. For example, when you buy a new t-shirt, do you know who planted the cotton as well as who sewed it together?

Myth #6: Some countries' economies couldn't survive without child labour

Fact: Child labour doesn't benefit the economy – in fact it can hurt it. It drives down wages and increases adult unemployment, especially for young adults, because children are used to do the same jobs for less pay. This means many adults are not able to contribute to the economy – which is essential in ensuring ongoing economic prosperity.

Myth #7: All businesses that use child labour should be shut down immediately

Fact: Simply shutting down businesses that use child labour is seldom in the best interests of children and their communities. Such actions can exacerbate the root causes of the poverty that force children

Common myths about child labour

to work in the first place and drive businesses that use child labour underground, making it more difficult to identify and provide support to child labourers. In some cases, it may drive child labourers into more dangerous industries.

Myth #8: The work that child labourers do isn't very hard so it's ok

Fact: The belief that most work carried out by children is not particularly burdensome is sadly not true. More than 63 percent of employed children work in conditions that are classified as child labour, and more than half work in hazardous conditions. For the majority of children, their labour is seriously detrimental to their health and development.

They can suffer long-term health problems due to malnutrition, exposure to chemicals, abuse and exhaustion. The psychological harm caused can affect their ability to complete their schooling.

Myth #9: It's a cultural practice to start work younger than here, so it's not so bad

Fact: Child labour is so widespread that it has become an "accepted" norm. However, this makes the practice no less damaging to the child or their community.

Parents usually withdraw their children from the labour market once adult wages increase the household income, which shows that child labour is not a preferred cultural practice. Reductions in child labour, accompanied by an increase in household income, can lead to the emergence of new social norms that oppose child labour. This results in even greater reductions in child labour participation rates.

Education is also key to breaking this cycle. When an educated child grows up they will be better placed to make informed decisions that will help influence future generations.

Myth #10: Children can go back to school once they've earned a bit of money

Fact: Child labourers usually don't earn enough to pay for an education. Also, once they have left school it is difficult to return. However, if parents are paid better wages they can afford to send their children to school.

Myth #11: Parents don't care about their children if they let them be exploited

Fact: Parents usually send their children to work out of sheer desperation to provide basic needs for the family. This is due to low wages that are paid to parents.

Myth #12: It's not Australia's job to end child labour

Fact: Almost every government in the world is obliged under international law to protect children from child labour. It's our job to ensure that Australian businesses do not contribute to the continuation of child labour through their sourcing practices.

Addressing child labour is not just the right thing to do – it is also in Australia's best interest. Ending child labour is critical to ensuring the sustainable growth, development and technological advancement of the countries that we rely on to produce the materials, goods and services that we buy. Also, increased prosperity in other countries creates a bigger market for the goods and services that Australia exports. So Australia has a moral, economic and legal responsibility to address child labour.

Most things we purchase today can be said to be "made in the world". Gone are the days when companies, and even entire countries, specialised in certain industries and the manufacture of finished products. Reliance on a global workforce to produce the goods that we purchase in Australia means that we are implicitly linked with the people behind the products we buy – and the prosperity of the communities and countries that they live in.

Myth #13: There will always be child labour – it's too big a problem to end

Fact: Child labour can be alleviated. The number of child labourers around the world has declined by one-third since 2009. That's about 78 million children who are no longer working in exploitative conditions. So we can end child labour in our lifetime. But we need to take action now!

The solution

A better future is possible. A future where all workers experience good working conditions and are paid a fair wage.

As global citizens we have a responsibility to play our part to ensure all children in our region have the right to reach their full potential. The #EndChildLabour campaign helps you think about what you are buying into through your consumption and will help support you in advocating for change.

This campaign aims to influence individuals, businesses and government to buy ethically sourced products in order to ensure that producing communities get a fair wage and good working conditions.

How can you be part of the solution?

You have a critical role to play in making change happen. Purchasing more ethically sourced products and urging others to do the same is the best way to do it. It demonstrates to companies that consumers want to buy ethically sourced products. At the same time, ethical purchasing gives communities access to fair wages and better jobs.

I. Individuals:

- Purchase more ethical products today and start making more informed decisions about what you are buying.
- Tell others how they can be part of the solution.



The solution

2. Communities:

- Get your school, university and local businesses to start the journey to becoming an ethical community. Challenge businesses to improve their ethical sourcing practices and supply chain transparency.



3. Government:

- Work with your local electorate office or local council to use more ethically sourced products.
- Influencing government and policy by meeting with local Members of Parliament and showing them that constituents are concerned about child labour.



Meeting with MP Adam Bandt to discuss ways he can help end child labour.

What are “ethical” products?

For the purpose of this campaign, ethical products are those produced by workers who have been paid a fair wage in order to ensure they have a reasonable quality of life. That is, producers who are not exploited for their goods. Other issues may also be important to you, such as environmental impact and animal cruelty. It is important to consider all of the issues that are important to you when shopping.

This guide is about workers' rights and ending the harmful practice of child labour. The ethical certification schemes and organisations listed below also have standards for other ethical areas of concern.

How do you know if a product is ethical?

Most ethically sourced products will show certifications stating they have met certain standards. The certifications World Vision recommends include:

Fairtrade

fairtrade.com.au



- Fairtrade standards ensure secure and stable incomes and improved working conditions for producers along with environmentally sustainable practices.
- They also prohibit child or forced labour and work through partnerships, empowering producers as joint owners in Fairtrade cooperatives.
- Fairtrade certified products are widely available and include coffee, tea, chocolate, cotton, cocoa products, sports balls, rice, nuts, quinoa, spices and sugar products. Use of this logo means that all ingredients that can be certified, are certified.
- Products may receive Fairtrade certification under their single-commodity sourcing program for just one ingredient in their supply chain and not all ingredients. The label would then say the ingredient that was Fairtrade certified, eg, Fairtrade Cotton.

WFTO

wfto.com



- The World Fair Trade Organization (WFTO) helps small and disadvantaged producers benefit from the trade of their products, and helps ensure that their livelihoods are sustainable.
- Unlike the other three certifications, WFTO status applies to a company's whole model, not specific goods they produce.
- The WFTO model aims to address poverty, climate change and global economic crises.

What are “ethical” products?

Rainforest Alliance rainforestalliance.org



- Rainforest Alliance identifies products that address three aspects of sustainability:
 - environmental protection
 - social equity
 - economic viability
- Certification by the Rainforest Alliance focuses on improving farm management practices, but also considers issues of labour exploitation.
- Products available include cocoa, coffee, flowers, fruit, tea and vegetables.
- Rainforest Alliance allows products that use at least 30 percent Rainforest Alliance Certified content to put the seal on their packaging. You will usually see a notification that says something like “minimum 30 percent certified content” on the product.

UTZ utzcertified.org



- UTZ promotes sustainable farming where farmers implement good agricultural practices and manage their farms profitably with respect for the Earth’s natural resources.
- UTZ currently certify coffee, cocoa, tea and hazelnuts.
- Use of the logo means that all the ingredients that can be certified, are certified.

How to create an ethical community

1. Get others engaged and excited

- It's easier to make change happen when you have help from others.
- Tell others about the issue and why it's important.
- Educate them on the issue eg, child labour has gone down by one-third since 2000, thanks to the collective action of NGOs, businesses, governments and people like you changing purchasing habits in your communities.
- Show them that change is possible.

2. Set your goals

- Think about the areas of your community that you can influence. You can use a consumption diagram to help (see opposite).
- Research who the decision makers are for each area you want to influence. Use a power map to work out who are the most influential (see page 15).
- Set your goals following the S.M.A.R.T format (see page 16). Don't be afraid to start small.
- Create a schedule that outlines your goals, tasks, decision makers and completion dates.

3. Engage with decision makers

- Set up meetings with your key decision makers.
- Print out the checklist for the Ethical Community Stages (see page 19) to take to your meeting.
- Establish at the meeting which stage your community is at.
- Write down the list of barriers the community faces in becoming ethically certified.
- Write down how can you work together to overcome those barriers.
- Decide on the next steps for your community.
- Send a follow-up email.

4. Keep going!

- Change doesn't happen overnight and sometimes it might feel like progress is slow.
- Keep raising awareness and getting decision makers to support what you are doing – the results might not be visible at first, but your efforts will have a big effect in the long run.
- Remember, small steps are often the most sustainable.

How to set your goals

Identifying consumption in your community

A consumption diagram can help you identify sections of your community that can be influenced to purchase/source ethically.

Here's an example of a consumption diagram for a university:



- Universities are often locked into a contract to sell or buy certain brands. If this is the case, you can encourage the university to purchase ethically sourced products when contracts expire. Tell the university how this will benefit them as it displays that they've taken steps towards upholding social justice and that they are pursuing change.
- Coffee, tea and chocolate are good examples of widely consumed products that may not be ethically sourced.
- By using ethically sourced brands, the university can provide its students with practical and real life examples on how to combat global issues such as child exploitation.



How to set your goals

Identify your decision makers

Everyone within a community has a degree of influence but if you want to effectively get your message across, target people who:

- have influence over purchasing decisions in the community
- are public figures among the community
- can be an ambassador for your cause

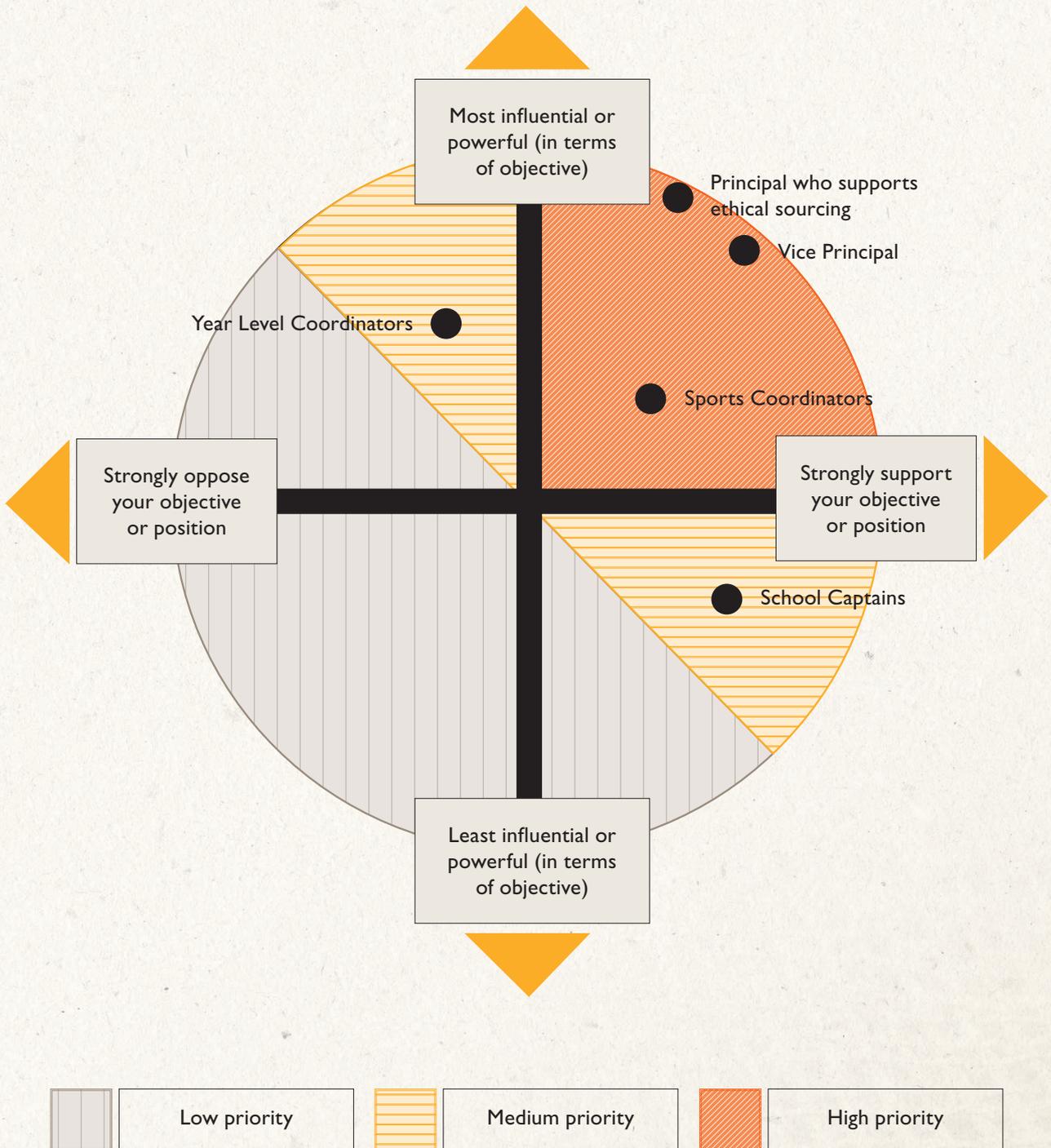
For example:

Place	Decision Makers
School	Principals Vice Principals Year Level Coordinators Sports Coordinators School Captains
University	Procurement Officer Student Club Presidents Shop owners within the university Student Representatives
Café	Café Managers Owner/s Café staff
Electorate	Members of Parliament (MPs) Electorate Office Managers

Once you've identified your decision makers, place their names on the power map according to how influential they are and how strongly you think they will support your cause. Refer to the example opposite for a school.

How to set your goals

Power map school example:



How to set your goals

How to set S.M.A.R.T. goals

Goals provide motivation and understanding of what exactly needs to be done. If you are working as a team, discuss what goals to set together.

Specific

Goals should be SPECIFIC. Stick to the point and keep your goal concise and comprehensive. In one to two sentences, write what you want to achieve.

Measurable

Goals should be MEASURABLE. You should be able to measure the progress of your goal through quantifiable results. A measurable goal will usually answer questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

Achievable

Goals should be ACHIEVABLE. The goal should be realistic and able to be achieved within your timeframe.

Relelevant

Goals should be RELEVANT. Ensure goals that you set are relevant to your project. Often, you will need support to achieve your goals. Ensuring that your goals are relevant to all parties involved will increase your support network.

Time-based

Goals should be TIME-BASED. Set a realistic time period to achieve your goals. If you set too little time, you may not fulfil your expectations and lose motivation.

How to set your goals

Create a schedule for your goals

Here is an example of how you can lay out your schedule.

Goal	Tasks	Who is involved?	When to complete
Getting the school canteen to sell only ethical chocolates by 31 August	Discuss the issue with teachers	Principal, teachers, school captains, student representatives	20 July
	Discuss the issue with school captains or student representatives		22 July
	Create and circulate a petition for students to sign		30 July
	Organise a meeting with the principal to discuss the issue, the support from students and possible actions the school can take		05 August 20 August
	Help the principal create a new contract to buy and sell only ethical chocolates		
Getting an MP to support ethical consumption through promoting the campaign online by 31 August	Write a letter to an MP about the issues at hand	Member of Parliament	01 July
	Have a meeting with the MP		12 July
	Follow up meeting with a phone call or email		13 July
	Take a politician on an "Ethical Shopping Tour"		01 August
	Encourage MP to promote the campaign via social media		10 August

Engage with decision makers

Once you have organised to meet with a decision maker, it is **important to discuss**:

1. Your ideas and why it is important for you all as a community to care about ending child labour
2. How ethical is your community? Where are we on the Ethical Community Stages?
3. What barriers to change do you face?
4. How can you work together to overcome those barriers?
5. What are the next steps?

Tip: You may also want to take to your meeting a commonly consumed product that is not ethically produced and compare its price with an ethical alternative to show that there is little or no price difference.

How to present to decision makers

Be confident. If you talk confidently about the issues people will immediately sit up and listen.

Be passionate. When you show your passion you will be a far more effective communicator.

Be clear and brief. Most decision makers are busy people who will have limited time to speak to you, so be very clear about what you are trying to communicate. Talk slowly and get straight to the point. Global issues need to be tackled on a step-by-step basis that involves working from the ground up. Consider making your presentation focus on the small but important actions they can take.

Be constructive and positive. It is easy to criticise people or organisations that don't endorse ethically sourced products. Constructive feedback is often a good facilitator for change while criticism can make people defensive and decrease their desire to change.

Use emotion effectively. Speaking about your personal experiences can help you relate to the decision maker. Emotion also shows that you are passionate. However, too much emotion might annoy the decision maker that you are talking to. Be wary of how much to use.

Know your material. Be thorough and organised when you are preparing your presentation. Have all your documents and information with you so you can make a clear, smooth presentation that flows well. If you can't answer a question, tell them confidently that you will "get back to them on the matter"—and make sure you do. This helps showcase your professionalism.

Make it relevant. Put yourself in the position of the person you are talking to. What is the benefit to them of adopting this change? How will it make their job better? For example, if you approach a school that advocates for equality and global development, you can encourage them to endorse ethically sourced goods to further promote the school's policy. This would also give students a first-hand experience of taking steps to fight global issues such as child trafficking.

How to write a follow up email to a decision maker

Next steps: Send your decision maker a list of "next steps" to take. Let them know what your next steps will be too. For example: "Did you have a chance to raise the issue at your staff meeting? We are holding an event to educate other students."

More information: If there were questions raised in your meeting that you didn't have the answer to – send them the relevant information via email.

Thank you: Thank them for their time and provide details about the next event you are hosting. Attach any photos you may have taken with them.

Engage with decision makers

Ethical Community Stages checklist

Use this Ethical Community Stages checklist below to identify which stage your community is at and don't forget it doesn't stop there! Discuss how you will move your community to the next stage.

STAGE 1: Having some ethical products for consumption/sale



- Buying some ethical products eg, for staff rooms, cafes and canteens
- Selling some ethical products

STAGE 2: Promoting ethical consumption



- Hosting at least one event a year to raise awareness about the issues of child labour and fundraising for World Vision's Child Rescue program

STAGE 3: Growing ethical consumption in your community



- Hosting at least two events a year to raise awareness about ethical purchasing options
- Having ethical products as the default option for consumption/purchase

STAGE 4: Accredited ethical community



- Ensuring all ethically sourced products have an official ethical accreditation eg, Fair Trade Communities

STAGE 5: Ethical leaders

- Having a timetabled commitment to source all possible ethical products
- Proactively engaging in educating and influencing your wider community to become more ethical
- Maintaining an ethical community status

Engage with decision makers

Ideas for events and activities

- Ethical shopping tours for politicians and other decision makers – Convince the decision maker that an ethical shopping tour would be good publicity and would show that they are taking a stance on social justice issues. Organise local media to attend the shopping tour. Take photos or film the tour with the permission of the decision maker. Show the recording of the tour to a relevant audience with the permission of the decision maker. Eg, School Principal – show students perhaps during an assembly.
- Bake sales that contain ethically sourced ingredients
- Tea parties
- Scavenger hunts
- Competitions to make films that raise awareness
- Talent shows that raise awareness at the same time
- Skype session at school with youth who are campaigning on the same issues around the world
- Organise for a Youth Ambassador who has seen child labour first-hand to speak about the issue

How you can shop ethically

To learn how to start shopping ethically, check out vgen.org



Keep going!

Story of success

How the University of Adelaide became a Fair Trade University by Bec Taylor

Founder of the Fair Trade Collective at the University of Adelaide, Bec now coordinates the Fairly Educated initiative.

Our fair trade journey began before my time, when a coalition of students from various social justice-oriented clubs, including Oxfam and VGen, pushed to get Fairtrade coffee on campus. After a lot of negotiation, the group succeeded in getting one of the cafés to offer Fairtrade coffee as an alternative. I became interested in the concept of becoming a Fair Trade University, so I was elected to the Representative Council (SRC) as Social Justice Officer. This allowed me to access negotiations and meetings with the decision makers. Soon after this we formed the Fair Trade Collective.

We had a big win in 2010, when the SRC and Adelaide University Union (AUU) passed a resolution to support Fair Trade in principle. From here, the AUU established a Fair Trade Policy and supported a fantastic inaugural event, the Fair Trade and Social Justice Expo. This promoted ethical consumption and volunteering opportunities, and we collected plenty of signatures to support our cause.

The university's Office of Sustainability also supported us in a professional and logistical sense, and we encouraged them to include "ethical purchasing" as part of their office remit.

Our first proposal to become a Fair Trade University was delayed at University Council by the then Head of Economics who wanted to produce a report against fair trade as a means of reducing poverty. We produced a rebuttal report, and appealed to the council in person, with the support of the Office of Sustainability and several other council members. Thankfully, in March 2011, they agreed to work towards becoming a Fair Trade University.

We formed a Steering Committee, headed by the Office of Sustainability, and we continued our campaigns to both staff and students to increase fair trade awareness and ethical consumption. Finally, in March 2012, the university was accredited as a Fair Trade University, and with this came commitments to increase targets and build awareness of the issues on campus.

So far we've championed:

- **Sustainastalls** – fortnightly stalls which promote ethical and sustainable initiatives and events.
- **Staff morning teas** – providing info about switching to Fairtrade, and Fairtrade sample packs.
- **Trade Today Q&A** – hosting a panel of academics and professionals with fair trade and development related topics.
- **Encouraging students** to attend the annual Fairly Educated Conference.
- **Fair Trade and Social Justice Expo** – running for four years, this event was a unique addition to the usual university events and was always well attended.
- **Media** – including regular radio gigs, articles in the student magazine, social media presence, dynamic videos and streamlined messaging.



The journey to Fair Trade Accreditation hasn't been easy. Challenges include decentralised procurement in staff kitchens, a lack of understanding about coffee certifications, turnover of students and periods of stagnation. Despite this, the University of Adelaide continues to make progress. There's a new strategy for re-engaging staff and a growing number of students who are passionate and energetic advocates of ethical consumption.

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