

getconnected

A Global Education Resource from World Vision

Issue 4 – Child Rights

July 2008

\$9.90



What are *child rights*?

How are child rights *protected*?

Case study and DVD: *Child labour*

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About this resource

- What are child rights and how are they protected?
- What is the extent of child labour and what are the causes?
- What is the world doing to eliminate child labour?

This issue of **Get Connected** encourages you to explore these questions and to do something constructive with what you learn.

For additional resources visit
worldvision.com.au/school resources

Your comments on this resource are welcome at
gloaleducation@worldvision.com.au

ISSN 1834-5018

Published by World Vision Australia. 1 Vision Drive, Burwood East, Victoria 3151.



World Vision Australia ABN 28 004 778 081 is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice.

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Acknowledgements: These people contributed to the production of this resource – Rod Yule, Ann-Marie Willgoose, Louise Shanahan, Ian Daves, James Cox, cartoons by Carlos Cruz

HUMAN RIGHTS

Human rights recognise that all people are equally important – regardless of age, race, gender, wealth, religion or place of birth – and are to be treated equally, fairly and with dignity. They are a statement of the basic freedoms and protections that belong to all people.

After the horror of World War II, the United Nations (UN) wanted to protect human rights and in 1948, the Universal Declaration of Human Rights was adopted. These include the right to life, food and shelter, education, freedom of speech and religion, justice, and peace. They also define the responsibility of governments to provide for their citizens. When human rights are protected, people can live together in safety and security.

However, in real life, many people do not have their rights protected. When a child is being bullied in the school playground, or abused at home, his or her right to protection and safety is not respected. In some countries, children miss out on their right to an education and are forced to do dangerous work or even fight as soldiers.

In 1989, the United Nations agreed that children needed special protection and adopted the Convention on the Rights of the Child.

The Convention is an international agreement that sets out the rights of children in 54 articles and is guided by four beliefs:

1. Children should not suffer discrimination (Article 2).
2. In all decisions affecting children, their best interests should be the main concern (Article 3).
3. Children have the right to survive and develop healthily (Article 6).
4. Children have the right to have their views taken into account in matters that affect them (Article 12).



Sandeep is 9 years old. He lives in an Indian slum with 5,000 people that struggle every day to survive. Sandeep spends all day digging for coal to sell to get food for his family. He has no time for school or play - two of his rights as a child. You can see Sandeep on the Child Rights DVD.

For You To Do!

1. Imagine. Write a paragraph or poem describing how the world would be different if people were "treated equally, fairly and with dignity".
2. Brainstorm a list of ways that school and family decisions might consider 'the best interests' of children (Article 3). Give examples of when a school or family might take a child's view into account (Article 12) but not follow that view. Why might this happen?

UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child (CRC) describes the particular rights of children and the responsibilities that governments have to make sure they are met. The rights are grouped under the four headings:

I.SURVIVAL (rights important for staying alive)	<ul style="list-style-type: none">_______________
2.DEVELOPMENT (rights important for learning and development)	<ul style="list-style-type: none">__________
3.PROTECTION (rights important for being safe and secure)	<ul style="list-style-type: none">__________
4.PARTICIPATION (rights important for children to have their views heard and respected)	<ul style="list-style-type: none">_______________

Here are some of the rights in the UN Convention on the Rights of the Child:

<ul style="list-style-type: none">You have the right to have a say in matters that affect you. (Article 12-13)
<ul style="list-style-type: none">You have the right to be protected from any form of abuse or violence. (Article 19)
<ul style="list-style-type: none">You have the right to healthcare. (Article 24)
<ul style="list-style-type: none">You have the right to food, clothes, and a place to live. (Article 27)
<ul style="list-style-type: none">You have the right to education. (Article 29)
<ul style="list-style-type: none">You have the right to enjoy your own culture, religion and language. (Article 30)
<ul style="list-style-type: none">You have the right to play and recreation. (Article 31)
<ul style="list-style-type: none">You have the right to know and be cared for by your parents. (Article 7)
<ul style="list-style-type: none">You have the right to be protected from doing any work that is dangerous or that interferes with your education or that is harmful to your health. (Article 32)
<ul style="list-style-type: none">Refugee children have the right to protection and assistance. (Article 22)



School children in the Democratic Republic of Congo.



A family in Ethiopia.

For You To Do!

- Place these rights in the group you think they belong (p.4) Are they important for **survival, development, protection** or **participation**? Write the **key words** of the rights in the table on p.4.
- Rank the rights in the diamond formation below: the most important for you at the top and the least important for you at the bottom. Get together with 2-3 other students, share the reasons for your choices and agree to a new group ranking.

Most important right	[]		
2nd/3rd most important	[]	[]	[]
4th/5th/6th most important	[]	[]	[]
7th/8th most important	[]	[]	[]
9th/10th least important	[]	[]	[]

Visit worldvision.com.au/schoolresources to read the full statement of the UN Convention on the Rights of the Child.

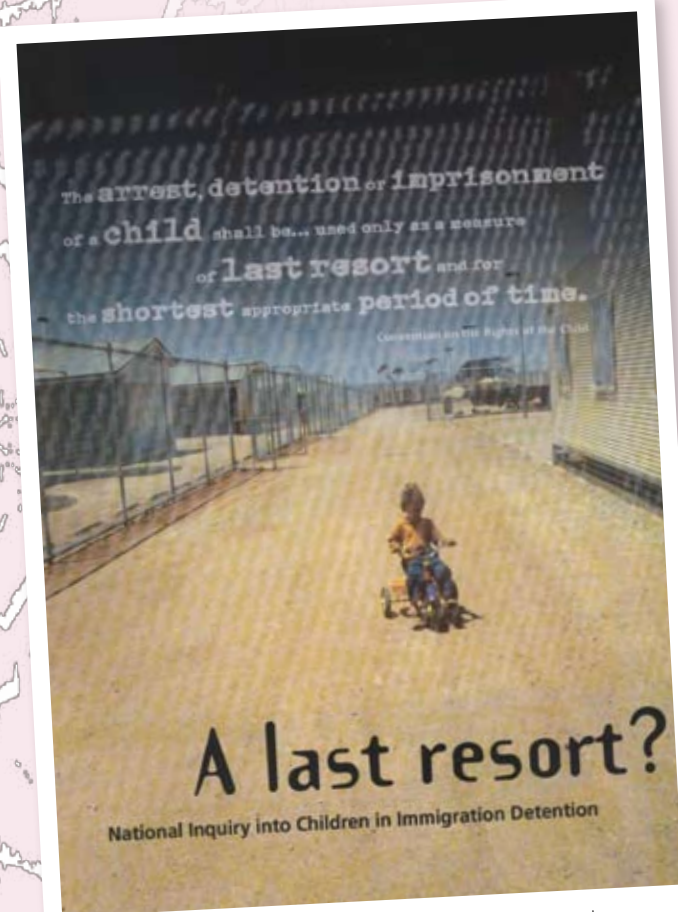
Child Rights in Australia

Is child rights just an issue in poor, developing nations? Are children denied their rights in Australia?

Australia has a history as a leading supporter of human rights. However, in recent years the Human Rights and Equal Opportunity Commission (HREOC) has identified two major failures.

Asylum seekers

In 2004, HREOC found that child asylum seekers held in Australian immigration detention centres between 1999 and 2002 did not have their rights protected. Over those four years, 5,298 children were held in detention centres while the Australian government decided whether they could stay in the country as refugees. The average length of stay was one year, eight months and eleven days and the CRC states that “any detention should only be done as a last resort and for the shortest possible time” (Article 37). The HREOC reported:



Cover of HREOC National Inquiry into Children in Immigration Detention Report - A Last Resort? www.humanrights.gov.au

“With every right there is a responsibility . . . All Australians should look at these findings, read the examples and think of their children, their grandchildren or the children of their friends and ask themselves – how would I feel if my children were raised behind barbed wire and their human rights were abused? The treatment of some of these children has left them severely traumatised and with long-term mental health problems.”

Since July 2005, there have been no children held in immigration detention centres.

“I felt so bad staying in a place surrounded by razor fence. I can't understand and I always asked 'Why did they take me here?' ... It was scary.”
(Unaccompanied child)

“We just copied from difficult books, some books like dictionaries, just copying, then put in the rubbish bin. No easy story books, just dictionaries. Not learning English, just copying and copying. We were like a printer!” (Teenage girl)

For You To Do!

1. With a partner, list the features of this photograph. What is in the photograph? Where might it have been taken? What is it about? Why do you think HREOC chose to use this image for the cover of its report? How does the written text relate to the photograph?

Indigenous Australians

Between 1910 and 1970, the Australian Government separated Indigenous children from their families. In 1997, HREOC found that this Australian Government policy was a violation of their human rights. The *Bringing Them Home* report found the harm continues in later generations, affecting their children and grandchildren.

“It never goes away. Just 'cause we're not walking around on crutches or with bandages or plasters on our legs and arms doesn't mean we're not hurting... I suspect I'll carry these sorts of wounds 'til the day I die. I'd just like it not to be so intense, that's all.”

(Source: HREOC. *Bringing Them Home* report, 1997).

In 2008, the Australian Parliament responded to the *Bringing Them Home* report with an apology:

Today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history... We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

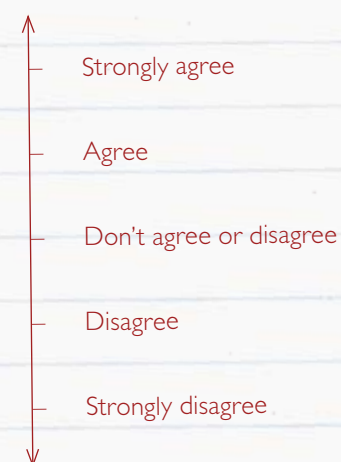
For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry...

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For You To Do!

1. Identify the child rights that were not protected for (a) child asylum seekers in Australia and (b) the children of the Stolen Generations.
2. Underline or highlight the key words in each sentence of the apology above and rewrite the apology in your own words.
3. What is your attitude to the apology from the Australian Parliament? Mark your position on the scale and give a reason for your position.



4. Watch the film *Rabbit-Proof Fence* (PG 2002) which tells the story of three Aboriginal girls taken away from their families in 1931.



Around the world

Around the world, many children do not have their rights protected. In some countries, children don't receive the food, nutrition and healthcare needed to survive and grow to be healthy. Others don't receive the education they need to learn and develop. Many children are not protected from violence or dangerous work and others do not have any say in who they will marry or whether they can go to school.



Haiti
In Haiti, 117 out of 1,000 children born die before their fifth birthday. In Australia, only 6 out of 1,000 will die before they turn five.



Ivory Coast
Up to 150,000 children are involved in child labour on cocoa plantations in the Ivory Coast.



Brazil
In Brazil, 2.2 million children aged 5-14 years are in the workforce and 200,000 do not attend school.



Somalia
In Somalia, approximately one in seven children under the age of five are seriously malnourished.



India
Officially there are more than 12 million child labourers in India, though others estimate there are as many as 60 million.



Sri Lanka
Between 2002-2007, nearly 7,000 children have been recruited as soldiers.



Laos and Cambodia
In Laos and Cambodia, 37% of Grade 1 students do not reach Grade 5.



Papua New Guinea
In Papua New Guinea, one in three children do not finish primary school.



Australia
In Australia, life expectancy for an Indigenous child is 62 years and life expectancy for a non-Indigenous child is 80 years.

DID YOU KNOW?

More than 11 million refugees are children - nearly half of the world's refugee population.

For You To Do!

With a partner, research one of these child rights issues from around the world using the worksheets at worldvision.com.au/schoolresources/ and share your findings with the class.

Child labour

You have the right to be protected from doing any work that is dangerous or that interferes with your education or that is harmful to your health. (UN Convention on the Rights of the Child. Article 32.)

In Australia, many children and young people do work that is not considered to be child labour. This may include helping with appropriate tasks or chores around the home or farm, and doing part-time paid work after school or on the weekend. Good work can help children to:

- learn new skills
- develop responsibility and money management
- experience the work environment in preparation for future employment and participation in society.

Child labour is any work done by children that is dangerous, keeps them from getting an education, or is harmful to their health or development. Child labour exists to some degree in all countries, and the International Labour Organisation (ILO) estimates 218 million children in the world today are involved in child labour. That is one child out of every six children in the world.

People may employ child labourers for a variety of jobs in factories, farms, mines, homes and shops. Two of the most dangerous forms of child labour include mining and quarrying. Young boys are often told to climb 15 to 30 metres into pits to set explosives and then escape the pits before the explosives have gone off, exposing jewels and gems. Of course, the children are not allowed to keep any of the wealth from the jewels or gems.

Child labour also exists when children from poor families create their own employment. This may include work like shoe shining, or picking up rubbish to recycle or sell.

Child labour means that children miss out on their right to education (Article 29), their right to play and rest (Article 31), and their right to decent healthcare (Article 24). It is certainly not 'in their best interests' (Article 3).

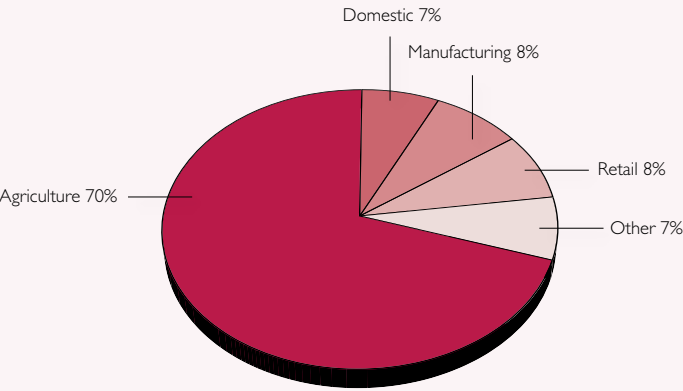
DID YOU KNOW?

The region with the greatest number of child labourers is Asia, with 122 million.

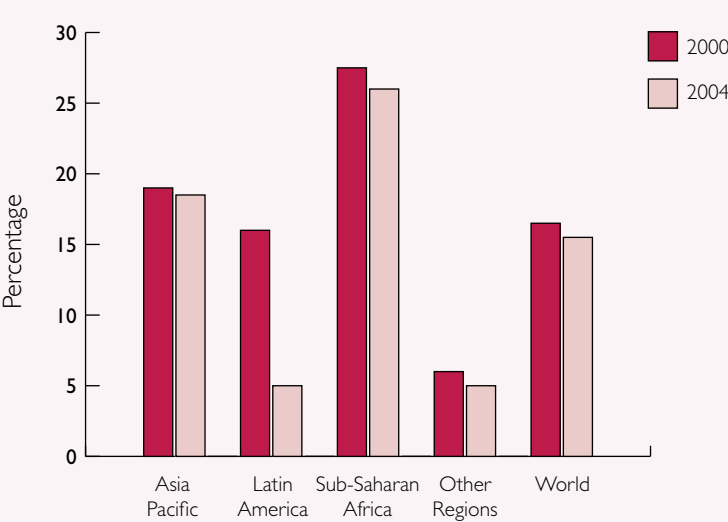


Beading a dress (sari) in India

Percentage of child labourers in different types of work



Percentage of children in the workforce



Source: International Labour Conference 95th Session 2006 Report I(B)
International Labour Office

For You To Do!

1. Child labour can be grouped under the following headings:

1. Domestic labour (work done in a home)	2. Agricultural labour (work done on farms)	3. Factory work (work done in mines or factories)	4. Street work	5. Armed conflict

Look at the photographs of child labour on p. 10-11 and identify which category of work listed above that each activity would come under.



Washing clothes in Cambodia



Picking tealeaves in Rwanda



Selling goods on the street in India



Child soldier in northern Uganda

2. Complete the following.

Around the world, _____ million children are involved in child labour and 70% of all child labourers work in _____. In the Asia-Pacific region, nearly _____ % of all children are in the workforce. This adds up to _____ million children. Since 2000, the region that has made the biggest progress in reducing child labour is _____.

Child Labour in India

World Vision recently asked development consultant Nate Rabe to go to India to investigate the issues of child labour.

Tell us about your trip.

I visited eight places across India and sat and talked with children, their families and World Vision workers. I was born and raised in India and I speak Hindi and Urdu so that was a big help in conducting the interviews. My main aim was to hear the voices of the children.

How big is the problem in India?

India is home to the largest number of child labourers in the world. Officially, there are more than 12 million, but the real figure is probably closer to 60 million. It's hard to come up with an exact number because so many are hidden from public view.

What kind of work do the children do?

Most work on farms, but there are also plenty working in factories and on the streets in large towns and cities. Some are even sold as slave labour to make firecrackers, matches, locks, clothing, jewellery and souvenirs that you can buy here in Australia.

What are the reasons why so many Indian children are working instead of going to school?

Poverty is one of the biggest reasons, but lack of education also plays a big role. If parents have received some education they tend not to allow their kids to become labourers. A lot of Indian kids start working when their family experiences something called "economic shock", when an accident, illness or even a wedding reception requires extra money. Many poor families have no savings and no choice but to borrow money at high interest rates and then send their child out to work to help pay off the loan.

Does the caste system contribute to the problem?

Some people believe that India's caste system not only approves of child labour, but demands it. When you meet and talk with working children it is clear that almost all of them belong to groups at or near the bottom of the social ladder.

India's economy is really booming. Doesn't that mean that life for kids is getting better?

Economic growth is drawing millions of poor children from the rural areas into the cities in search of work. They arrive in the city with or without their families in a strange place, often unfamiliar with the language and local culture. They are willing to accept almost any income. The fact is, employing children makes good economic sense for businesses that are eager to cut costs.

"I left India with a strong feeling of hope and admiration for the children. I was totally unprepared for their resilience and their maturity. I was blown away by their love for their families."



Rajni, a 9-year-old rag picker

Aren't there laws against child labour?

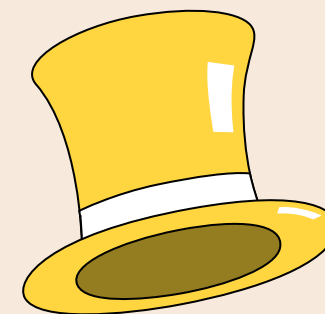
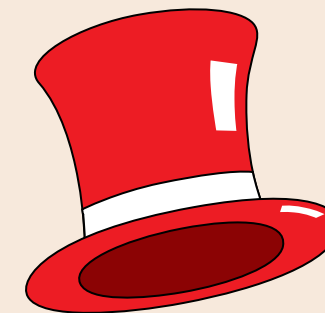
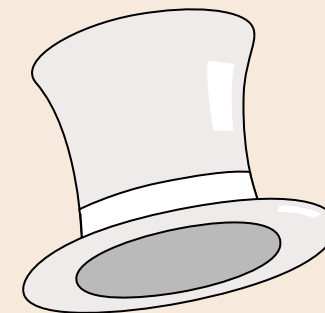
The Indian Constitution does address child labour, but there is no law in the country that bans it altogether. The reality is that laws protecting children are not enforced properly. And also, ending child labour is about more than just creating laws. It's about changing people's beliefs and behaviours.

What is World Vision doing to help get kids out of work and into school?

World Vision workers are educating families about the importance of making sure their children go to school, not work. They are helping mothers to start small businesses so they don't have to send their kids out to work. World Vision also helps former child labourers get back into school by providing transit classes. Older kids who cannot or don't want to go back to school receive job skills training to help them gain independence.

It's really important that children themselves are involved in coming up with solutions to the problems. That's why World Vision is also supporting children's clubs and children's parliaments to give kids a voice in the fight against child labour in their communities and throughout India.

De Bono's Six Thinking Hats



DID YOU KNOW?

Approximately 218 million children around the world are involved in child labour.

For You To Do!

1. Edward de Bono's six thinking hats can help us look at subjects from different perspectives. Use the six hats to respond to the Nate Rabe interview (p. 12).

White Hat: Write down a fact about child labour from the interview.

Red hat: Write down a feeling you have about child labour.

Black Hat: Write down a negative aspect of child labour.

Yellow Hat: Write down a positive response to child labour.

Green Hat: Write down a new idea for ending child labour.

Blue Hat: Write down a main idea about child labour from the interview.

2. Watch the interview with Kailash Satyarthi on the Child Labour DVD and complete a mind map identifying the factors that cause child labour in India.

Kajal's story



You can see and hear Kajal at work on the Child Labour DVD. What rights are denied Kajal?

Hello, my name is Kajal. I am nine years old and I live in a city in northwest India. We have no running water or sewerage in our community.

I would love to go to school, but I cannot. When my mother died of tuberculosis a few years ago, I had to leave school and take care of my younger brother and sister. My dad said that if I continue at school, then who will do the household work? So he removed me from school.

Every day I collect rubbish on the city streets to sort through for things I can sell, like glass, plastic and metal. I leave home at 5am after drinking a cup of tea for breakfast. I walk the streets, pick up rubbish and place it in a sack on my shoulder. I often have to compete with the pigs, dogs, cows and monkeys who scavenge for food in the rubbish heaps. Sometimes I cut my hands and they get infected or I get blisters on my fingers.

When I get home, I must cook, wash and collect firewood with my sister. When my chores are done, I sort through the rubbish and prepare what I can for the men who sell the rubbish to recycling companies. I earn about 5-6 rupees (20 cents) a day, which is just enough to buy food for the family.

Sudarmathi's story

Five years ago, I would get up at 4am to collect the day's water from the water tank, then help my mother prepare breakfast. At 6am I went to work until 10pm. With one hour for lunch and Sunday morning off, my life was work, work, work.

I would sit cross-legged on the floor closing the ends of beedis (cigarettes) that someone else had rolled. Doing the same thing for long hours, my fingers hurt, my legs got cramp and my back ached. If the daily target of 2,000 beedis was not reached, the boss would yell at me or beat me with a stick.

I was bonded to a moneylender because my father needed medical treatment. We owed 1,500 rupees (\$38) and I earned 10 rupees (25 cents) per day. The interest he charged made it impossible that the debt would ever be repaid.

Today I'm 14 years old and I'm hoping to become a doctor. After missing school for a couple of years, my mother joined a Self Help Group (SHG) supported by World Vision that helped to pay our family debt. The SHG provided a very low interest loan to help pay off the moneylender. Then I attended their transit school and this helped me to catch up on lost education. During my stay in the transit school I was provided with food, notebooks, clothing, and a uniform.

Now I am going to my local school and I just work at a shoe factory during the summer holidays. I cut leather into pieces to make shoes and earn 150 rupees (\$3) for 15 days of work. It isn't enough to buy a pair of shoes - they cost 500 rupees (\$12) - but it is enough to buy my school uniform and help the family. Life is definitely much better now.

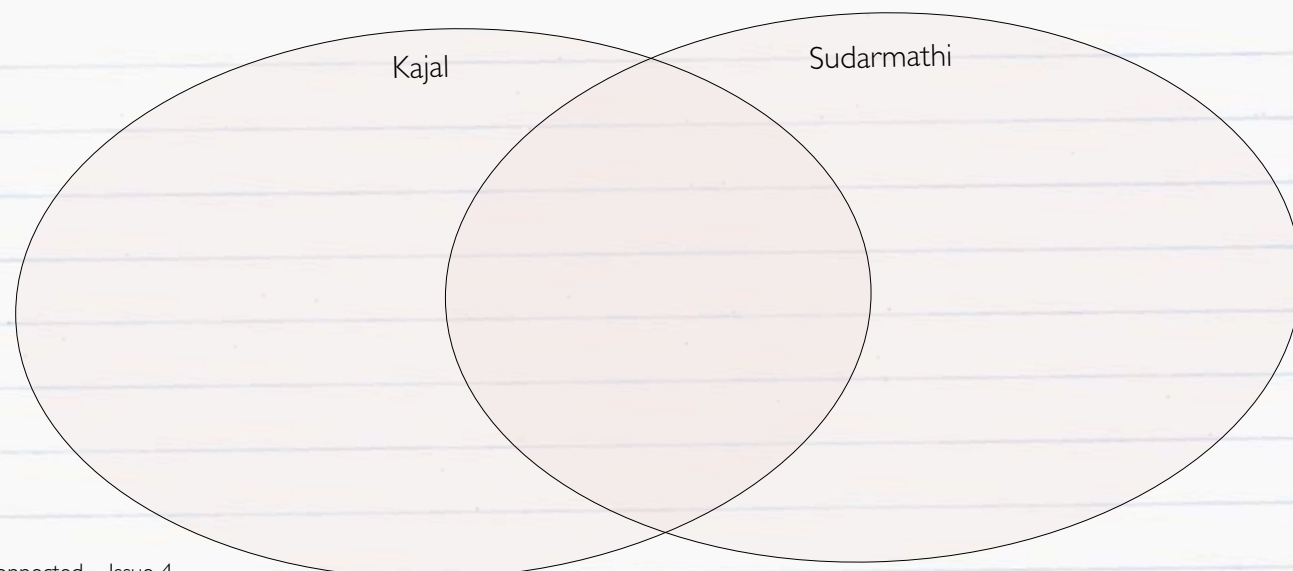


Sudarmathi at school

DID YOU KNOW?
Around the world, 72 million people are missing out on school.

For You To Do!

Read the information about Kajal and Sudarmathi and use the venn diagram below to show the similarities and differences in their lives:



India



Source: © Lonely Planet Publications

Geography

India, situated in southern Asia, is the seventh largest country in the world - almost twice the size of Queensland. It includes the mountainous Himalayas in the north, deserts in the north-west and alluvial plains along the Ganges River.

People

India's population is the second biggest in the world (15% of the world's population). The most densely populated areas include the Ganges Plain and urban centres like Mumbai (Bombay), Delhi, Calcutta and Chennai (Madras). The capital is New Delhi. Among the hundreds of languages spoken, Hindi is the official national language, but English is also widely used. About 75% of Indians are Hindu, 10% are Muslim and 2% are Christian.

DID YOU KNOW?

In 2007, an estimated 290,000 children under 15 died from AIDS.

Economy

Agriculture employs about two-thirds of the workforce. India is a leading producer of rice, wheat, tea, sugar and groundnuts. It is self-sufficient in most food grains.

However, most farms are less than one hectare—too small to feed a family.

Over the past 20 years, India has experienced enormous economic growth. This has been led by software and communications industries. However, this wealth has not been equally shared across India. India's economy is the eleventh largest in the world yet almost half the population exists on incomes below US\$1 per day.

The manufacturing sector produces steel, chemicals, cement, tools, transport equipment, textiles and consumer goods.

Living conditions

While some cities experience a technology boom, one in every 11 Indian children dies before their fifth birthday. Children die from preventable causes such as diarrhoea and measles, made worse by poor nutrition. Indian women are usually responsible for family health, yet 52% cannot read and write. Though hospitals and doctors are concentrated in cities, the government has attempted to improve rural health through nutrition, water and immunisation programs.

Most Indians live in rural villages of fewer than 1,000 people. Many villages now have electricity, but only 14 percent of rural families have adequate sanitation. Landless labourers move to look for work in the cities, where homes of the wealthy contrast sharply with sprawling slums lacking basic services.

HIV and AIDS are of increasing concern in India. The virus has started to cross over from high risk groups to the general population.

Daily life is still influenced by the caste system. Despite some legal protection, *harijans* or *dalits* (formerly called 'untouchables') often face discrimination. They are the group most highly represented in the huge numbers of child labourers and children missing out on their right to an education.

In December 2004, more than 12,000 people were killed in a major tsunami that devastated the east coast of India and several other nations. An estimated 157,393 dwellings were destroyed and fishing fleets were devastated.

Education

In most states, primary education is free. In recent years enrolments have increased, but government schools lack resources and many children miss classes and leave the school system before finishing their schooling. About one in four girls, and more than one in ten boys do not attend primary school. Many of these children become child labourers. Officially there are more than 12 million child labourers in India, though others estimate there are as many as 60 million.



Polluted waterway, India.

	INDIA	AUSTRALIA
Population	1.1 billion	20.1 million
Urban population	28%	88%
Gross National Income (per person)	\$851	\$36,240
Life expectancy	64 years	81 years
Population living on below US\$2 a day	80%	Nil
Adult literacy rate	Male 73% Female 48%	Male 99% Female 99%
Internet users per 1,000 people	55	698
Doctors per 100,000 people	60	247
Grade 1 children reaching Grade 5	73%	99%

Source: UNDP Human Development Report 2007

For You To Do!

1. From the information above, complete the following sentences:

I was surprised to find out that _____

The most interesting thing was _____

I'd like to know more about _____

I wonder if _____

Some of the causes of child labour in India are _____

I don't understand _____

Child Labour Cycle

Why do children work in child labour?

It is estimated that 218 million children in the world work as child labourers. This is work that is dangerous, involves long hours and low pay, keeps children from school, and harms their health and development. Why do they do it?

Child labour begins when a family lacks enough money to survive. Their poverty may be the result of sickness, low adult wages, unemployment or natural disaster. The family don't have enough _____ to meet their basic needs. When children are orphaned by HIV and AIDS or war, they have to work to support themselves and their siblings.



The family members work long hours with low wages. They don't have the skills for higher paid _____ or the savings needed to begin a business. They may resort to begging or crime.



The children grow up to become adults, doing unskilled work with long _____ and low pay. They have no opportunity to learn new skills. In the future, their own children will also need to work to support their family and the poverty cycle continues.



Often, the children will also work to help their _____. The oldest child may be the first to leave school and work, but girls are also likely to leave. Both parents can work more if a daughter takes care of the _____ and chores.



At times, the family may have to borrow money for food, medical treatment or other urgent expenses. A poor family cannot easily borrow from a bank, so they _____ from a money lender. The interest rate is much higher than a bank and the moneylender _____ bonded labour as a guarantee that they will get their money back.



The children drop out of _____ because they don't have enough time or energy. They miss out on an education and can be exploited because they can't read and _____. Their health suffers in poor work conditions.



The family then bonds a child to work. The child's wage pays the interest on the loan but they don't earn enough to pay back the money the family borrowed. The child must keep working until the _____ is fully repaid.



For You To Do!

1. Read through the flow chart and choose the best word to complete the explanation.

- childcare borrow parents income school
requires work hours loan write

What is the impact of child labour?

Fill in the vowels below to discover the many short-term and long-term impacts of child labour – for individuals, communities, children and adults.

1. Accidents - Every year 22,000 children around the world die in work-related ____1____. Children often work long hours in ____2____ conditions using ____3____ designed for adults.

1.		C	C		D		N	T	S
2.	D		N	G		R			S
3.	M		C	H		N		R	Y

2. Education - Children lack the time and energy to continue their ____4____. This means they do not develop the ____5____ and ____6____ skills that will give them higher-paying jobs and increased choice in their lives. They miss out on their right to an education.

4.	S	C	H			L		N	G
5.	L		T		R		C	Y	
6.	N		M		R		C	Y	

3. Health - Children working in unhygienic conditions get ____7____ and cuts that can easily become ____8____. They often work in crowded and unventilated areas where infections spread quickly among workers. ____9____ are not easily available and children do not receive their right to basic healthcare.

7.	D		S			S		S	
8.		N	F		C	T		D	
9.	M		D		C		N		S

4. Trauma - Children suffer from mental and emotional ____10____ when they are afraid, threatened, or ____11____. Children working alone or at night are at risk of being robbed or attacked and bosses may beat a child for making mistakes or not doing enough work. Many children also miss out on their right to times for play and recreation - important for their ____12____ and development.

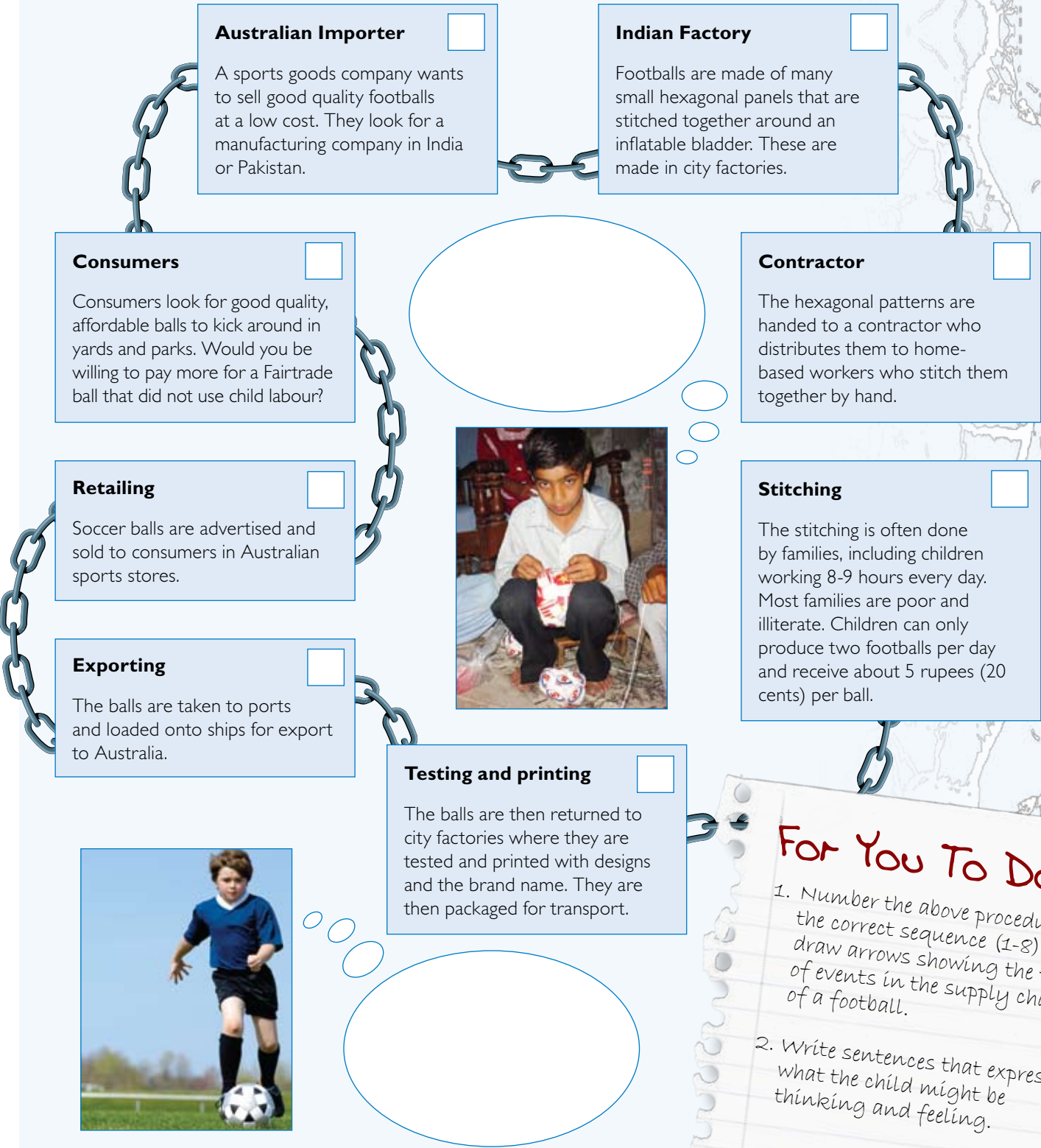
10.	T	R			M	
11.		B		S		D
12.	G	R		W	T	H

5. Poverty and employment - When children are hired, ____13____ adults miss out on work. This also lowers the wages and working ____14____ of adult workers, making it more likely that their children will need to work. As child labourers miss out on an education, they become adults who are only qualified for low-paying jobs. This means another generation of poverty for the ____15____.

13.		N		M	P	L		Y		D
14.	C		N	D		T			N	S
15.	C		M	M		N		T	Y	

Supply chains

Australian adults and children are connected to child labour when we buy products that children have helped to produce. Many of the clothes, jewellery, shoes, building materials, chocolates, coffee and footballs sold in Australia have been produced using child labour. Consumers can protect the rights of children by understanding supply chains, asking companies and stores if they understand the supply chain of their products and buying Fairtrade products.



What is the world doing?

Non-Government Organisations

Non-government organisations (NGOs) like World Vision use a range of strategies to help protect child rights and eliminate child labour. These include:



2. Transit education

Child labourers have missed out on learning at school. Education is their chance to develop skills to help them earn an income, escape poverty and get a chance for a better life. Transit education schools allow child labourers to catch up on missed schooling.



1. Income generation assistance

Poverty is a major cause of child labour. World Vision works in poor communities to assist families with ways to increase their income and prevent child labour. With an increased income there is less pressure for children to work and miss out on school.



4. Job skills training

This training provides job skills so the released children can make choices about what future work they would like to do. It means they have a chance to earn a decent living to support themselves and their family.



3. Counselling and rehabilitation

Children in bonded labour are often physically or mentally abused. They work long hours in unhealthy conditions and it can be a very difficult or traumatic experience. World Vision provides counselling, medical check-ups and other care for children and their families.



5. Paying the debt

In India, many struggling parents give their children as bonded labourers to receive cash for family loans. Interest charged on the loan makes it difficult to pay back the debt. World Vision assists families to pay back the debt and remove children from bonded labour.

DID YOU KNOW?

22,000 children die every year because of work related accidents.



6. Self Help Groups

Self Help Groups are made up mostly of mothers who help disadvantaged families find other ways to improve their income. They aim to stop child labour before it begins by raising awareness of child rights and the importance of education. They also provide low interest loans to help families start small businesses.



7. Children's Clubs

Children's clubs offer a place where children can come together and support one another. The children become advocates for child rights. World Vision helps to coordinate these groups and improve their effectiveness.

What can I do?

1. Look out for the Fairtrade label on chocolate, coffee, jewellery and clothes. You could run a fair trade stall for parents, teachers and students at your school.
2. Design art works or posters to raise awareness of child labour and child rights around the school. Help educate others at school with a presentation at assembly.
3. Be aware of what you buy and how it gets to Australia (p. 21). When shopping, ask your retailer if they know whether their clothing, shoes or jewellery was made using child labour.
4. Write a letter to a clothing or chocolate company and ask if they know if child labour was used in their production. Let them know you believe they have a responsibility to understand their supply chain and address this issue.
5. Seek out answers on the web. Visit dontradelives.com.au for more ideas.

Multilateral organisations

The International Labour Organisation (ILO) is an agency of the United Nations. It seeks to promote human rights by the creation of work laws with fair pay and conditions. In 2002, the ILO established 12 June as World Day Against Child Labour. Media events and local activities increase awareness and support for the campaign to eliminate child labour.

Governments

Governments are responsible to create and enforce laws that protect child rights and eliminate child labour. Some governments are more effective in doing this than others.



8. Advocacy Campaigns


NGOs also seek to influence governments, companies and consumers to take action to eliminate poverty and child labour by promoting Fairtrade products, organising speakers and encouraging people to write letters.


For You To Do!


1. With a partner, list the three actions you think would have the greatest impact towards achieving the goal of eliminating child labour in a community.


(i) _____ (ii) _____ (iii) _____


Perspectives on Child Labour

1.  "In a perfect world, my parents would earn enough money to provide for my family's basic needs and I would be going to school. I'd have time to play. Instead, I work long hours to help support my family. Child labour is unfair and has robbed me of my childhood but I want to help my family."

2.  "It is unfair that we are often painted as the bad people. People come to me desperate for a loan and they are willing to offer their child's labour to pay it back. I can help them. Sure I make a good living from this, but I'm the one who takes the risks. I have a family to support too."

3.  "Good business is all about making a profit. Children are cheaper to employ than adults and are more obedient too. There are lots of families who want their children to work in this factory, so why should I turn them away? The people accept this here – even the government officials. If this factory closed down, the community would be even worse off."

4.  "Using child labour is unfair and against the law. I only employ adults. Our products are slightly more expensive, but they include a label that says 'No child labour has been used in the manufacturing of this product.' I know there are more and more people who will only buy clothes if they know children have not been used. Together, we can make a difference."

5.  "In 1986, the Child Labour Act banned child labour in this country. People caught breaking the laws are punished and our statistics show that these laws are working. However, our limited resources means that we are focused on other more urgent issues now."

6.  "I've seen the terrible effects of child labour. My goal is to see child labour eliminated. However, in many situations the child's income is essential for the family's survival. We are working to improve child rights, work conditions and run special catch-up schools. By increasing community awareness we hope to achieve our goal."

7.  "I'm ashamed that my work does not pay enough to support my family. I don't want my children to miss out on education. I wish they didn't have to work, but we are trapped in poverty. I wanted a better life for my children than the life I have known."

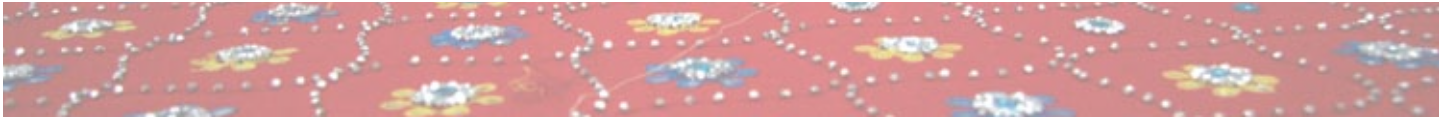
For You To Do!

1. Identify the person most likely to express the values or perspectives above by placing the corresponding number below:

- ___ Child labourer
- ___ Employer of child labour
- ___ Parent of child labourer
- ___ Money lender
- ___ Government official
- ___ World Vision staff
- ___ Socially responsible employer

2. Have all students take a stand on the strongly agree – strongly disagree continuum across the room using the following statements. Invite students to explain or justify their position.

- "Children belong in school and not the workplace."
- "Boys and girls should be allowed to work if they choose to do so."
- "It is OK for children to work if their survival depends on it."



Child rights - Quiz



Be a detective and find the answers.
Tip: Answers to the quiz are found in this issue.

1. In what year was the Universal Declaration of Human Rights adopted?
(a) 1848 (b) 1948 (c) 1989 (d) 2008

2. In what year was the UN Convention on the Rights of the Child adopted?
(a) 1848 (b) 1948 (c) 1989 (d) 2008

3. What is the name of the organisation responsible for protecting human rights in Australia?
H ____ R ____ and E ____ O ____ C ____

4. How many child labourers are in the world?
(a) 218 (b) 21,800 (c) 218,000 (d) 218,000,000

5. Child labour is defined as any work done by children that is _____, keeps them from getting an _____, and is harmful to their _____ or development.

6. One of the most dangerous forms of child labour is:
(a) household chores (b) selling fruit (c) mining (d) sewing beads

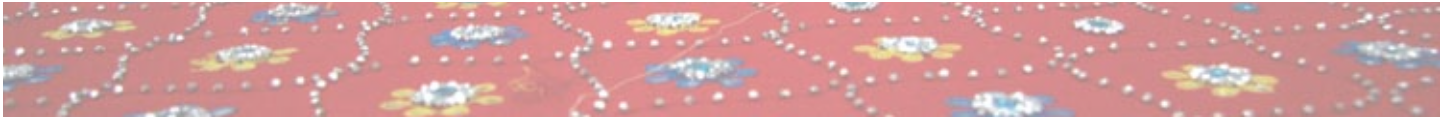
7. List three factors that increase the likelihood of child labour.
(i) _____ (ii) _____ (iii) _____

8. Life expectancy for non-Indigenous Australians is 80 years. What is the life expectancy of Indigenous Australians?
(a) 80 years (b) 72 years (c) 70 years (d) 62 years

9. How many children die in work-related accidents each year?
(a) 200 (b) 2,000 (c) 12,000 (d) 22,000

10. Which region has the greatest number of child labourers?
(a) Asia (b) Europe (c) Africa (d) South America

11. Where do 70% of child labourers work?
(a) factories (b) mines (c) shops (d) agriculture



Crossword

DOWN

- 1. Literacy is the ability to read and _____
- 3. Person who lends money at high interest rates
- 5. In wars and conflicts, children are recruited as _____
- 7. Child labour prevents children from gaining an _____
- 10. Region of the world with the greatest number of child labourers
- 12. The right to food and healthcare is essential for _____
- 13. Children do not always have their rights _____
- 16. From 1999-2002, child asylum seekers were held in _____ centres
- 17. Abbreviation for United Nations
- 19. Country with approximately 60 million child labourers
- 20. Writing or speaking up to influence and bring about change
- 23. Child labour often causes children to drop out of _____

ACROSS

- 2. A very unpleasant or painful experience
- 4. UN Declaration of Human _____
- 6. Money paid for the use of a loan of money
- 8. UN Convention on the Rights of the _____
- 9. This is a child's right that is important for their healthy development
- 11. One of the most dangerous forms of child labour
- 14. Most child labourers work in _____
- 15. Type of labour when a child is used to guarantee a loan will be repaid
- 18. Every year, 22,000 children die in work-related _____
- 21. Abbreviation for non-government organisation
- 22. Adults who are looking for work but unable to find work
- 24. Abbreviation for Human Rights and Equal Opportunity Commission
- 25. Poor work conditions can harm a child's _____
- 26. Abbreviation for International Labour Organisation
- 27. Children have a right to have their views heard and _____

Answers found at worldvision.com.au/schoolresources

JargonBusters

Advocacy – writing or speaking efforts to influence and bring about change on behalf of others.

Asylum seeker – a person wanting to stay in a foreign country because of a fear of persecution at home.

Bonded labour – when a person's labour is used as a guarantee that money loaned will be paid back.

Caste – a Hindu system of dividing people into classes or 'castes' which prescribes how each group relates to each other.

Child labour – any work that is done by children that is dangerous, keeps them from getting an education, or is harmful to their health or development.

Discrimination – the unfair treatment of a person or group on the basis of prejudice.

Fairtrade – a standard that guarantees a fair price for producers and decent working conditions for workers (no child labour).

Human Rights and Equal Opportunity Commission (HREOC) – the organisation responsible for making sure that child rights are protected in Australia.

Interest – the money paid for the use of a loan of money.

Multilateral organisation – organisations like the United Nations, World Bank and International Labour Organisation that are funded by governments around the world.

Non-government organisation – organisations like World Vision or Amnesty International that seek to eliminate child labour and protect human rights.

Rupees – name of Indian currency (in June 2008, A\$1=40 rupees)

Stolen Generations – the victims of government policies that led to the separation of Indigenous children from their parents.

Trauma – a very unpleasant or painful experience.

*"Human Rights education is about developing an understanding of what it means to treat other people with dignity and respect for their rights."
(John von Doussa, HREOC President)*