



International
Labour
Organization

Rooting out child labour from cocoa farms

A manual for training education practitioners: Ghana



*Rooting out child labour
from cocoa farms*

**A manual for training education
practitioners: Ghana**

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IPEC

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Preface

Schooling is instrumental in keeping children out of the workforce. However, unless children have access to free, quality education that is relevant to their needs and those of their families and communities, millions of poor children will continue to work instead of going to school. Many of them will do so in dangerous and exploitative conditions. For those who try to combine school and long hours of work, academic achievement will invariably suffer and the combination of failure and fatigue will encourage them to drop out altogether. Child labourers almost invariably grow up to be uneducated adults with few skills and little chance of finding decent work. They risk in turn sending their own children to work, and the vicious cycle of poverty and child labour is perpetuated.

Efforts to achieve universal primary education for all and the progressive elimination of child labour are thus inextricably linked. For the United Nations Millennium Development Goal of universal primary education to be achieved by 2015, the international community will not only need to give greater support for providing primary education to all children, but also to step up efforts to eliminate child labour.

Promoting the reintegration former child labourers in education has long been a core strategy of ILO-IPEC projects. Indeed, ensuring that children are in school and not at work is a basic IPEC objective. In its 15-year history, IPEC has implemented a variety of programmes that aim to increase the school enrolment, retention and performance of children who are working or are in danger of becoming child labourers. These programmes are most often accompanied with activities to help their families develop alternative sources of income to child labour. This manual, *Rooting out child labour from cocoa farms, A manual for education practitioners: Ghana*, is specifically aimed at helping education professionals address the special needs of current and potential child labourers in order to encourage them to stay in school and complete their education.

The manual was produced under IPEC's West Africa Cocoa/Agriculture Project (WACAP) to combat hazardous and exploitative child labour in cocoa and commercial agriculture. From 2002 to 2006, WACAP supported projects in five countries in West and Central Africa: Cameroon, Côte d'Ivoire, Ghana, Guinea and Nigeria. Funding for the project was provided by the United States Department of Labor and the Cocoa Global Issues Group.

The manual is complemented by a training resource pack for farmers and a series of four papers that synthesizes the knowledge and experiences acquired from implementation of the WACAP programme in the above five countries:

- *Training resource pack on the elimination of hazardous child labour in agriculture*
- *Rooting out child labour from cocoa farms:*
 - *Paper No. 1: A synthesis report of five rapid assessments*
 - *Paper No. 2: Safety and health hazards*
 - *Paper No. 3: Sharing experiences*
 - *Paper No. 4: Child labour monitoring – a partnership of communities and government*

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In Ghana, thanks in particular to Anh Ly (IPEC), Rita Owusu-Amankwah (IPEC), Alex Soho (IPEC), the District Assemblies and beneficiary districts of WACAP, as well as the Basic Education Unit of the Ghana Education Service. Thanks to L.T. Tingbani and Josephine Kuffour-Duah for providing educational documents and for coordinating the training workshop held in Accra, Ghana, 10-14 Nov. 2005 and to the numerous individuals who reviewed the manual in its draft form and provided helpful suggestions and additions during the workshop.

Trainer's guide

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1. Introduction

Child labour is work that is mentally, physically, socially or morally dangerous and harmful to children. It is work that interferes with their schooling by depriving them of the opportunity to attend school or pushing them to combine school with excessively long hours of work or obliging them to leave school prematurely. Children working in cocoa production or other forms of agriculture are particularly prone to dropping out of school. They tend to come from extremely poor families who need their income or cannot pay schools fees. They often start “helping out” at a very young age and live or work far from schools.

Reaching out to agricultural child labourers and finding sustainable solutions to keep them in school is vital to the goal of eliminating hazardous child labour worldwide. Agriculture is where about 70 per cent of all child labour is found, and only mining and construction are considered as dangerous in terms of health and safety hazards for children. Children employed on farms and plantations can be killed, injured or have their health impaired as a result of their work. The list of hazards is long. To name just a few, children are exposed to toxic agrochemicals; work with sharp tools and machinery not designed for them; use ill-adapted protective equipment, if at all; and risk many different diseases and physical disorders.

The “family farm” aspect of agriculture that is universal and bound up in tradition and culture in many parts of the world makes it difficult for some to acknowledge that children can be exploited on farms. But the truth is that many are. This is especially the case for children who are not working for immediate family, children of migrant workers, children placed by labour contractors or children who have been trafficked from other regions or countries. The prevalence of child labour in agriculture not only harms children, it also undermines decent work for adults, sustainable agriculture, rural development and food security. It perpetuates the cycle of poverty by depriving children of education. Impeding children's access to education and/or skills training limits their possibilities for economic and social mobility and advancement later in life.

2. The link between eliminating child labour and providing education for all

Dating back to the 1948 Universal Declaration of Human Rights, the international community has consistently articulated and reaffirmed the right to free primary education for all (EFA). The important link between the global commitment to eliminate child labour and to provide universal quality education to all children is enshrined in a number of international Conventions, including:

- **ILO Minimum Age Convention, 1973 (No. 138)**, which defines and applies policy to ensure the effective abolition of child labour by progressively raising the minimum age for employment or work to a level “consistent with the fullest physical and mental development of young persons” through access to quality education and training.
- **ILO Worst Forms of Child Labour Convention, 1999 (No. 182)**, which focuses on the immediate national and international priority on their prohibition and elimination and calls for action that takes into account the importance of free basic education and recognizes that the long-term solution to child labour will involve access to universal quality education.
- **UN Convention on the Rights of the Child, 1989**, which is the most comprehensive treaty on the rights of children. The Convention obliges ratifying States to adopt measures which protect and promote children’s rights, including the elimination of child labour practices (Article 32) and the right of all children to an education (Article 28).

Global frameworks and goals reinforce the critical link between child labour and education. The interdependence of EFA and the elimination of child labour is reinforced by the Dakar Framework for Action adopted in 2000 at the World Education Forum. In Goal 2, the Framework commits to “ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education”. In its expanded commentary on the Goals, the Framework emphasizes that “child labour must not stand in the way of education”¹. The Dakar Framework also underlines the need for all countries to promote an inclusive learning environment within the education system.² As a starting point to establish inclusiveness, it is essential that education systems reach out to all children, whatever their circumstances, situation, gender, origins, religion or culture.

The United Nations Millennium Development Goals, which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015, form a blueprint agreed to by all countries and leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest and underpin the campaign to eliminate child labour.

¹ Expanded Commentary on “The Dakar Framework for Action”, UNESCO, 2000, Section III “Goals”, Goal 2, Commentary 32.

² Expanded Commentary on “The Dakar Framework for Action”, UNESCO, 2000, Section III “Goals”, Goal 2, Commentary 33.

3. About the manual

This manual is a training course for education practitioners who are working to make education inclusive for working children. It is intended for use by trainers, primary school teaching staff, school counsellors and inspectors, Ministry of Education staff and others in the field of education or related social services. Using a participatory approach, it aims to increase general awareness about child labour and the adverse effects child labour has on a child's education. Course participants are encouraged to reflect upon their own roles and responsibilities when confronted with the problem of child labour.

The course covers definitions of child labour and its causes, the principal international conventions, including the ILO child labour Conventions, the United Nations Convention on the Rights of the Child, and the Education for All initiative. The individual sessions focus on principles of accommodating diversity, improving gender equity and promoting quality in education that responds to diversity in a positive way.

It is important to note that, in terms of educational attainment, working children may have a variety of experiences. Clearly, educational and counselling needs will vary according to a child's educational and working status as well as his or her age. The aim of this manual is to equip practitioners with some of the important skills needed to identify and meet different needs of children who have been, are now, or are at risk of becoming involved in child labour. The enhanced capacity of the practitioners is likely to improve the chances that these children will stay in school and complete their education.

4. The contents and key objectives of the manual

The manual consists of eight units with a practical step-by-step approach to session activities. At the end of each unit, a reference section provides additional reading materials and handouts for the individual sessions.

In the manual's annex section, trainers and teachers can find examples of teaching methodologies and classroom activities that can be used or adapted for the sessions. Also included is a list of session "energizers" and facilitation skills.

The manual course and materials are intended to promote:

- an understanding of the international framework on child labour;
- an increase in awareness of child labour and the experiences and educational needs of children who work;
- prevention of child labour that is hazardous and exploitative;
- practical solutions to some of the problems faced by current or former child labourers;
- access to quality education for all children;

- social protection aspects and monitoring and support to working children; and
- awareness of the roles and responsibilities of education and social agencies in helping to deliver quality education for working children.

5. How to use the manual

Before using the manual in a training session, it is strongly suggested that the trainers/facilitators read through the entire manual. It is also suggested that the trainers/facilitators ensure that the handouts and further reading material are prepared in advance of each training session. These materials are located in the reference section at the end of each unit.

The **eight units** of the course cover the following topics:

- *Unit 1:* Child labour
- *Unit 2:* National policies and structures
- *Unit 3:* Impact of work on children
- *Unit 4:* Education inclusion
- *Unit 5:* Quality education for (former) working children
- *Unit 6:* Effective teaching and learning
- *Unit 7:* Roles and responsibilities of educational personnel and child labour monitoring
- *Unit 8:* Theory into practice

At the end of the manual, there is an annex section that contains four additional short sections:

- I. Examples of some teaching techniques
- II. Examples of some learner-centred classroom activities
- III. Facilitation notes and guidelines for trainers and teachers
- IV. List of “energizers”

Each unit contains the following subtitles:

Unit title – identifies the main topic of the session.

Session – indicates the sub-units that will be included.

Objectives – describes what the participant will be able to do by the end of the session. The trainers or facilitators should ensure that the objectives are met by the end of each respective unit. It is recommended that all activities are used during training; however, time constraints and context may mean that some activities are omitted and/or adapted at the trainer’s or facilitator’s discretion.

Time – indicates the approximate amount of time each session will take.

Materials – lists the materials that will be required for the session.

Handouts – these should be photocopied if possible and given to the participants as indicated in the sessions. The handouts can be found at the beginning of each reference section.

Key messages – these are at the beginning of each unit and give details of the key messages participants should understand by the end of that particular unit.

Steps – provide “step-by-step” instructions to the trainers on how to conduct each session. The sessions are designed to allow participants to share experience and knowledge, discuss and participate, gain new information, to reflect and apply new knowledge and understanding.

Activities – these are included in each session, with instructional steps for trainers and participants to carry out a task.

Facilitator notes – are short comments, questions and details to assist in the facilitation of the session and/or the steps involved.

Reference section – at the end of each unit there is a reference section that contains handouts for each session, followed by additional documents and further information to the sessions in that particular unit.

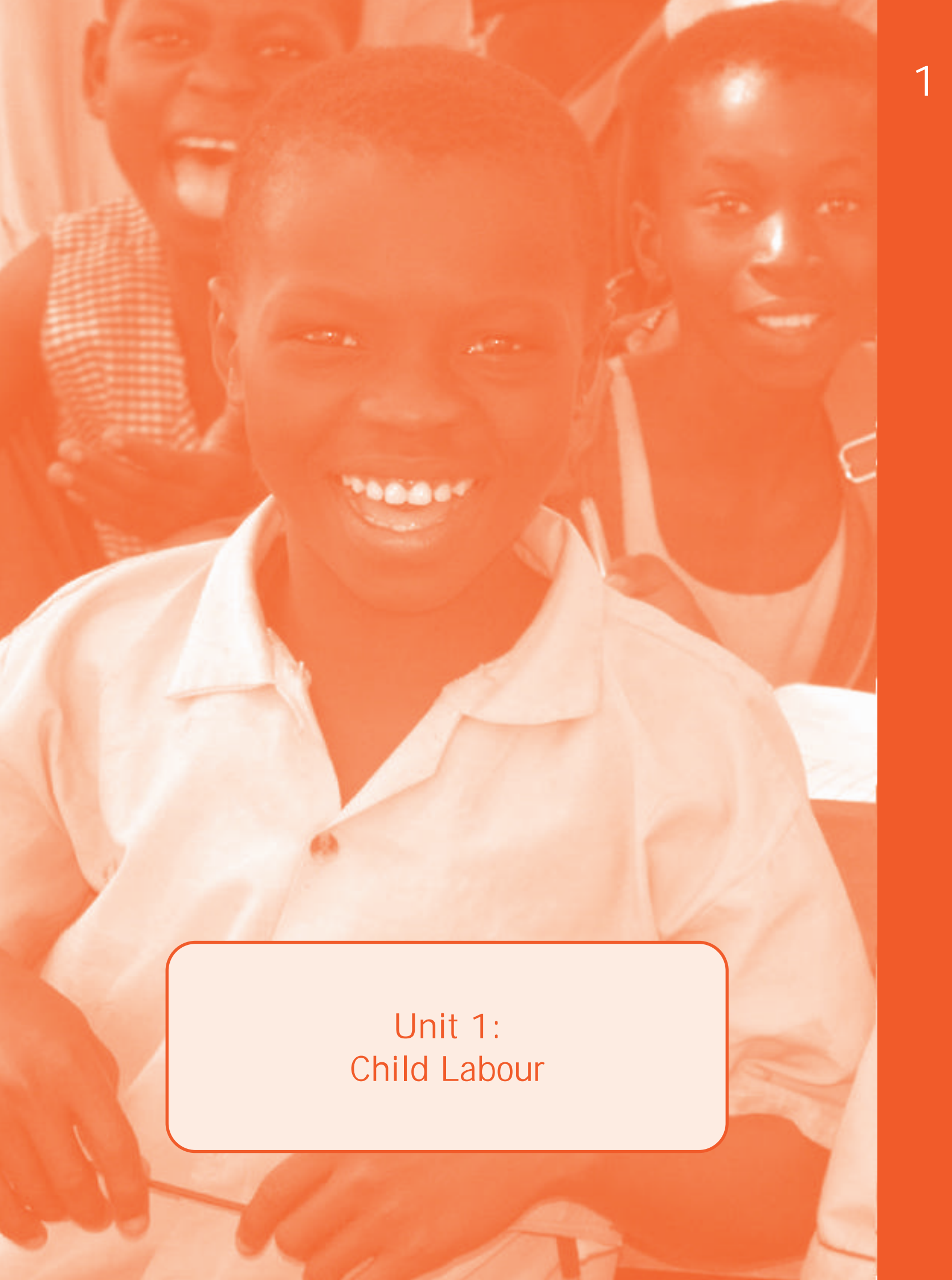
By the end of the course, trainees should:

- understand child labour, its causes and consequences and the link between child labour and education;
- know the international conventions and legal frameworks concerning child labour and children's rights;
- know the specific educational needs and issues facing (former) child labourers;
- understand why (former) working children may drop out of schooling or face challenges in classroom achievement;
- analyse the strengths and weaknesses of current educational practices for (former) working children;
- understand the concepts and vision of inclusive and quality education;
- apply key concepts of inclusive education to their own educational system;
- identify key educational actors and their expected roles in the education of (former) working children;
- identify priority areas for immediate and long-term individual and collective action; and
- develop a shared commitment to inclusion of (former) working children and assuring their retention and achievement in good quality schooling.

6. Acronyms

AESOP	Annual Educational Sector Operational Plan
BED	Basic Education Division (Ghana Education Service)
CBO	Community-based organization
CCLC	Community child labour committee
CHRAJ	Commission for Human Rights and Administrative Justice
CL	Child labour
CLM	Child labour monitoring
CRC	Convention on the Rights of the Child
CRDD	Curriculum Research Development Division (Ghana Education Service)
CRT	Criterion referenced tests
CSW	Commercial sex workers
CU	Civic union
DA	District Assembly
DCLC	District Child Labour Committee
DCLMA	District Child Labour Monitoring Agency
DEO	District Education Office
DEOC	District Education Oversight Committee
DEPT	District Education Planning Team
DRI	District Response Initiative
DVVSU	Domestic Violence Victim Support Unit
EA	Equitable access
ECD	Early childhood development
EFA	Education for All
EI	Education International
EM	Educational management
EMIS	Educational management information system
ESAR	Education Sector Annual Review
ESP	Education Strategic Plan (Ghana)
ESPRR	Education Sector Policy Review Report
ESR	Education Sector Review
ESTAC	Education Sector Technical Advisory Committee
FBO	Faith-based organization
FCUBE	Free, compulsory and universal basic education
G & C	Guidance and Counselling Division (Ghana Education Service)
GA	United Nations General Assembly
GER	Gross enrolment ratio
GES	Ghana Education Service
GPRS	Ghana Poverty Reduction Strategy
HQ	Headquarters
ICT	Information and communication technology

ID	Inspectorate Division (Ghana Education Service)
IEC	Information, education and communication
ILO	International Labour Organization
INEE	International Network on Education in Emergencies
IPEC	International Programme on the Elimination of Child Labour
JSS	Junior secondary school
MDGs	Millennium Development Goals
MMYE	Ministry of Manpower, Youth and Employment
MOES	Ministry of Education and Sports
MTEF	Medium-Term Expedition Framework
NCCE	National Commission for Civic Education
NEPAD	New Partnership for Africa's Development
NER	Net enrolment ratio
NFED	Non-Formal Education Division (Ghana Education Service)
NGO	Non-government organization
PLWHAs	Persons living with HIV/AIDS
PMT	Performance monitoring tests
PTA	Parent-teacher association
QE	Quality of education
SMC	School management committee
SPIP	School performance improvement plan
SSS	Senior secondary school
SSSCE	Senior secondary school certificate examination
SWAp	Sector-wide approach
TA	Traditional authorities
TBP	Time-bound programme
TED	Teacher Education Division (Ghana Education Service)
TLM	Teaching and learning material
TTC	Teacher training college
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WACAP	West Africa Cocoa/Commercial Agriculture Programme on Hazardous and Exploitative Child Labour
WAJU	Women and Juvenile Unit (Ghana Police Service)
WCT	World Confederation of Teachers
WHO	World Health Organization



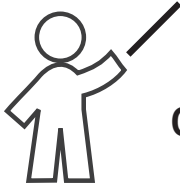
Unit 1:
Child Labour

Unit 1: Child labour

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Unit 1: Child labour



Approximate time = 3 hours



Objectives

In this unit participants will become more familiar with working children's lives, why and where they work. The unit will introduce participants to the International Labour Organization's Conventions relating to child labour and international laws protecting the rights of children, as well as providing discussion on these.

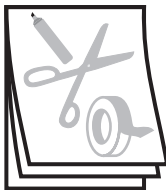
By the end of this unit, participants will be able to:

- define child labour;
- identify conditions of child labour;
- discuss the lives of working children;
- describe the nature of ILO-IPEC work towards the elimination of child labour; and
- identify the following and state their relevance to working children:
 - ILO Conventions
 - United Nations Convention on the Rights of the Child (CRC)
 - Education for All (EFA)
 - Millennium Development Goals (MDGs).



Sessions

A: Definition of "child labour"	15 min.
B: The types of work children do	55 min.
C: The negative impact of labour on children	15 min.
D: The importance of education for working children	40 min.
E: International policies and commitments on child labour and education	40 min.
F: ILO-IPEC role in child labour	15 min.



Materials

- flipcharts
- marker pens
- scissors
- masking tape



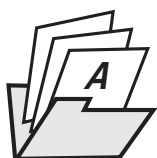
Key messages

- Child labour is one of the greatest challenges facing the world today in terms of human development and is a matter of growing concern for the international community.
- Child labour deprives children of their childhood, their potential, their dignity and their right to education and is harmful to their physical and mental development.
- Education for all children is an international right.
- Child labour is a major obstacle in achieving the goal of Education for All and particularly in achieving gender parity in education.
- Ensuring universal and compulsory education of good quality is one of the most effective strategies to eliminate and prevent child labour.
- Linking universal access to basic education to progressively raising the minimum age for admission to employment is also an important element in eliminating child labour and breaking the cycle of poverty and child labour.
- International conventions, commitments and policies outline key aspects that governments have agreed to uphold regarding children's education and labour
- ILO-IPEC plays a lead role in supporting ILO member states in the fight against child labour.

Session A:

Definition of “child labour”

15 minutes



Step 1

Ask participants to work in small groups of 4-6 persons. Each group discusses and agrees on the nature, scale and a definition of child labour in their national context. A leader from each group writes this on flipchart paper.

Step 2

All group definitions are collected and placed on a section of the wall so that everyone can see them.

While participants may have prior knowledge of the scale and nature of child labour in their national context, the facilitator needs to have current and accurate information for the context to give to participants at the end of the activity and to verify the information that they provide during the activity.

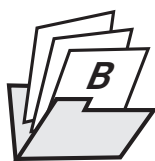


Facilitator notes:

Leave the definitions clearly displayed. Later in this unit (Session E, Step 6) the facilitator will bring participants back to these terms and redefine them.

Session B: The types of work children do

55 minutes

**Step 1**

Draw a table on the flipchart with two columns.

Write “Types of work children do” at the top of the first column. Ask participants to offer suggestions.

Write these clearly on the flipchart, one under the other.

Refer to table 1, first column, for an example.

Step 2

Ask if there are differences in the types of work children do in urban areas compared to rural areas. Put a different colour symbol against the items considered “urban work” and those considered “rural work” on the list.

Step 3

In the second column of the table, write “Gender and age range” of child workers.

Divide participants into pairs.

From the “Types of work children do” column, allocate a number of responses to each pair (approximately equal numbers depending on number of pairs). Each pair then discusses who does the work – boys and/or girls – and the approximate age range of the children engaged in that work.

Ask one person from each pair to write up the agreed responses on the flipchart.

**Facilitator notes:**

Keep this list as a reference for use in Unit 3.

Table 1 (example)

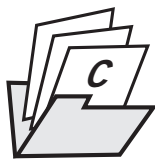
Types of work children do	Gender and age range
• food hawker in market	mainly boys (6-12 yrs)
❖ farm worker (harvesting cocoa)	
• = urban ❖ = rural	

Step 4

Lead a general discussion on whether some types of work are done by one particular gender or age group.

Session C: The negative impact of labour on children

15 minutes



Step 1

Ask participants to brainstorm “the negative aspects that labour has on working children”. Make sure that participants consider both rural and urban working children, different age groups and girls and boys.

Write all responses on the board.

Step 2

Lead the group in a discussion to highlight the main negative influences work has on children and categorize these accordingly:

- (a) in urban areas
- (b) in rural areas
- (c) for girls
- (d) for boys
- (e) for different age groups

After the groups have discussed their lists, present some additional negative aspects that they did not mention. Remind them that the physical and psychosocial consequences of child labour are numerous and terribly damaging to young minds and bodies. These include among others: stunted growth, injury, insecurity, anti-social behaviour, low self-esteem, attention deficiency and diseases, including HIV/AIDS.

Session D: The importance of education for working children

40 minutes



Step 1

Ask participants why it is essential that all children receive an education. In particular emphasize that education has a two-fold beneficial impact on child labour. Firstly, it is critical in terms of underpinning the rehabilitation and social reintegration of child labourers. Secondly, it is a powerful means for preventing children at risk from slipping into situations of child labour. For many of these children, the education and training they receive could enable them to obtain better and safer jobs under improved working conditions in the future. It is an essential step towards their becoming fulfilled and productive adults and in shaping their approach and attitudes towards the education needs and aspirations of future generations. It is the key to breaking out of the downward spiral of poverty. Discuss this with them in plenary as a whole group.

Guide the participants towards four key points in the discussion. These four points are highlighted in box 1. There is also additional information in the reference section.

Box 1: All children need to receive education

- **Education gives children the opportunity to develop their capabilities and talents.** The basic knowledge and skills they acquire, such as reading, writing and arithmetic, are essential in their everyday lives. A basic education will enable children to find better jobs.
- **Education prepares children to play an active role in society.** They can develop values and learn communication skills that will help them become responsible and involved citizens in the future.
- **Through education, children are made aware of their rights and responsibilities.** They are therefore less likely to accept hazardous work and exploitative working conditions.
- **Education can play a key role in improving existing living conditions – especially for working children.** Relevant and quality education, vocational and technical training can enable them to gain more skills and seek better work alternatives in the future.

Source: Adapted from IPEC: *Child labour: An information kit for teachers, educators and their organizations* (Geneva, ILO, 1998).

Session E: International policies and commitments

40 minutes



Step 1

Ask participants to list those international commitments made to education and/or the elimination of child labour (and children's rights in general) that they are familiar with.

Write participants responses on the board and briefly go through the key ones mentioned and ask if they can expand or give details about each one. Clarify their points and make any additions/corrections to those mentioned.

Step 2

Using the list of the main international commitments in box 2 below, go through the list and select those that participants did not mention in Step 1 and provide further brief information about these.

Box 2: Key international commitments

-  ILO Abolition of Forced Labour Convention, 1930 (No. 29)
-  ILO Minimum Age Convention, 1973 (No. 138)
-  UN Convention on the Rights of the Child, 1989 (CRC)
-  African Charter on the Rights and Welfare of the Child
-  World Declaration of Education for All (EFA, UNESCO, Dakar, 2000)
-  ILO Declaration on Fundamental Principles and Rights at Work, 1998
-  ILO Worst Forms of Child Labour Convention, 1989 (No.182)
-  Millennium Development Goals (MDGs) 2000
 - specifically Goal 2, Target 3: To achieve universal primary education by the year 2015
 - plus Goal 3, Target 4: To promote gender equality and empower women
-  New Partnerships for Africa's Development, 2001 (NEPAD)

Step 3

Ask participants to individually read through the following boxes: 3, 4, 5 and 6.

If possible, provide these as a handout to participants.

There is further information for both trainers and participants in the reference section.

Box 3: The international conventions and definitions of child labour

Not all work done by children should be classified as child labour that is to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience and help to prepare them to be productive members of society during their adult life.

The term "child labour" is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children; and
- interferes with their schooling:
 - by depriving them of the opportunity to attend school;
 - by obliging them to leave school prematurely; or
 - by requiring them to attempt to combine school attendance with excessively long and heavy work.

In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age.

Whether or not particular forms of "work" can be called "child labour" depends on the child's age, the type and hours of work performed, the conditions under which it is performed, and the objectives pursued by individual countries. The answer varies from country to country, as well as among sectors within countries.

Source: IPEC: *Child labour: A textbook for university students* (Geneva: ILO 2005), p. 16.

Box 4: ILO Worst Forms of Child Labour Convention, 1999 (No.182)

Children are defined as all those under 18 years of age, in line with the CRC. Worst forms of child labour are defined as:

- all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour including forced recruitment of children for use in armed conflict;
- the use, procuring or offering of a child for prostitution, for production of pornography or pornographic performances;
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs; and
- work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of a young person. The exact list of hazardous work is determined nationally.

Box 5: Definition of “hazardous work”

Hazardous work

Hazardous work is work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of a young person.

Hazardous work exposes children to:

- physical, psychological or sexual abuse;
- work underground, under water, at dangerous heights or in confined spaces; work with dangerous machinery, equipment or tools, or which involves the manual handling or transport of heavy loads;
- work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels or vibrations damaging to their health; and
- work under particularly difficult conditions such as work for long hours or during the night or where the child is unreasonably confined to the premises of the employer.

Box 6: ILO Minimum Age Convention, 1973 (No. 138)

All States that ratify the Convention must:

- fix a minimum age for admission to employment or work;
- ensure effective abolition of child labour;
- raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

The Convention does not prescribe a fixed minimum standard. Rather, it aims to encourage progressive improvement of standards and promoting sustained action to attain its objectives. It permits exclusion of limited categories of employment or work, such as family and small-scale holdings producing for local consumption and not regularly employing hired workers.

Light work

The Convention permits national laws to set a minimum age for light work which is lower than the normal minimum age (i.e. 12-13 year-olds in developing countries). Such work is:

- not likely to be harmful to children's health or development;
- not likely to prejudice
 - attendance at school,
 - participation in vocational orientation or training programmes,
 - capacity to benefit from the instruction received.

Minimum ages according to this Convention

	General	For developing countries
General minimum age (Article 12)	Not less than the end of compulsory schooling: 15 years or more	14 years
Light work (Article 7)	13 years	12 years
Dangerous work (Article 3)	18 years (16 years under certain conditions)	18 years (16 years under certain conditions)

Step 4

Ask participants for their comments, questions and general feedback from what they have read in the boxes.

Step 5

Ask participants to regroup into their original groups from Session A, Step 1 and reassess their earlier definitions of child labour.

In these groups, participants decide whether to rewrite their definition based on what they have now discussed and learned. A leader from each group writes the new definition on a strip of paper and this is put next to their original definition on the wall.

Ask the groups to use a different coloured marker so everyone can see any changes made.

Step 6

Lead a general but brief discussion as to why some of the groups' definitions have been changed.



Facilitator notes:

*Some groups may not wish to change their definitions.
Take note of different customs and traditions, etc. that affect individuals' perceptions of harmful and light work.*

Session F: ILO-IPEC

15 minutes

Step 1

Ask participants what they know about the International Labour Organization (ILO) and the ILO's International Programme on the Elimination of Child Labour (IPEC). Get some brief responses from participants, including if they have been directly involved in IPEC work or projects.


Step 2


Add to participants' responses using the information provided in box 7 below.


Box 7: Key components of IPEC's work

1. IPEC's aim is to work towards the progressive elimination of child labour through a focus on education, using an integrated approach that:
 - links ILO standards to technical support through institutional capacity building;
 - raises awareness and mobilizes stakeholders;
 - mainstreams child labour into national agendas and promotes policy reform; and
 - addresses the root causes of child labour.
2. ILO-IPEC works towards the elimination of all forms of child labour, giving special attention to children who are very young, those in hidden work situations, girls and children who are particularly vulnerable. ILO Convention No. 182 places emphasis on the rapid elimination of the worst forms of child labour.
3. IPEC promotes and supports partner organizations to implement programmes that focus on:
 - prevention – identification of children at potential risk and preventing them from entering work;
 - withdrawal – identifying those in hazardous work, removing them and facilitating education or skills training; and
 - protection – improving occupational safety, health and working conditions for children.
4. IPEC's work on child labour is an important facet of the ILO's overarching “decent work” agenda because child labour perpetuates the vicious cycle of poverty by preventing children from acquiring the skills and education they need for a better future that includes access to decent work as adults.
5. IPEC aims to contribute to a new vision for education policy in which prevention of child labour is seen as an objective of all education systems, and barriers between education and social protection programmes are broken down.
6. Through both global technical cooperation and policy dialogue, IPEC aims to influence national educational policies so that education systems prevent children from being drawn prematurely into labour, and are more responsive to the needs of children released from hazardous work. As such, IPEC also provides policy advice and technical assistance to governments to ensure that educational policies pay special attention to children at risk of child labour.
7. In cooperation with the education sector, IPEC has been striving to make schools more accessible to those working children normally excluded from the education system and make curricula, teaching practices and overall learning environments more responsive to their needs.



- ▶▶
-  8. IPEC also works with education sectors to improve the quality of education by incorporating information about child labour and life skills in the curricula and teacher training programmes, advocating for improved working conditions and status of teachers, providing the necessary psychosocial support measures for children and better preparing these children for further training and employment.

 -  9. IPEC helped to develop a child labour information kit (for teachers, educators and their organizations) as a tool for educators to support working children in the education system.

 -  10. ILO-IPEC promotes Education for All (EFA). EFA and the progressive elimination of child labour are inextricably linked. Free and compulsory education of good quality up to the minimum age for employment, is vital in the prevention of child labour.
- Source: ILO-IPEC



Facilitator notes:

There are further details in the reference section regarding the work IPEC is involved in.

Unit 1
Reference section

Handouts

0

Further session information

Session D

1. Benefits of education

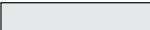
Session E

1. ILO Conventions
2. Working children (global)
3. Obligations of States party to the Conventions
4. Millennium Development Goals
5. United Nations Convention on the Rights of the Child (CRC), 1989
6. The African Charter on the Rights and Welfare of the Child
7. Education for All (EFA)
8. New Partnership for Africa's Development (NEPAD), 2001

Session F

1. International Programme on the Elimination of Child Labour (IPEC)

 = Handouts and further information for teaching staff

 = Further details and information for trainers or facilitators

SESSION D

1. Benefits of education

An educated person:

- contributes income to the household
- contributes to the welfare of the family in terms of health, nutrition and education
- provides a good example and status for other men, women and children in their community
- provides leadership in the community
- helps train children to become useful citizens of the country
- contributes to the development of the community

National benefits:

- national mortality rate drops
- children's health improves
- family nutrition improves
- educated parents support education of their children

Advantages of girls attending school:

- gain more skills to use in earning income
- are employed more easily
- contribute more to family income
- are able to manage family resources better
- provide better nutrition and health care for children
- provide education for their children
- assume leadership roles in the community
- participate more in political, economic and social activities of the nation

Source: Ghana Education Service, *SMC/PTA Handbook* (Jan. 2001)

SESSION E

1. ILO Conventions

The United Nations General Assembly (GA) on children in May 2002 made reaffirmations to the commitments made during the World Summit for Children in 1990 to give every child a better future. Child labour is a worldwide problem and working children can be found in every major region of the world. Globally, one in every six children is exploited through child labour. The GA called upon all members of society to observe the objective of eliminating the worst forms of child labour, through:

- the United Nations Convention on the Rights of the Child (CRC) and the Optional Protocols;
- the International Labour Organization (ILO) Conventions No. 138 on the minimum age for admission to employment (1973) and No. 182 on the elimination of worst forms of child labour (1999).

This included the call for member States to protect children from all forms of economic exploitation; providing working children with free education and vocational training; integrating working children into the education system, improving conditions at work for those children who need to work; supporting social and economic policies aimed at poverty eradication; and encouraging mainstreaming of a gender perspective in all policies and programmes.

Two key international labour Conventions are especially relevant to the discussion of child labour and education:

- The first is the Minimum Age Convention, 1973 (No. 138), which links the minimum age at employment with the age of completion of compulsory schooling. Article 2 of Convention 138 specifies that the minimum age should not be less than the age of completion of compulsory schooling, which should by implication be no less than 15 years, or 14 in special cases.
- The second is the Worst Forms of Child Labour Convention, 1999 (No.182) and its accompanying Worst Forms of Child Labour Recommendation (R190), which calls for “adopting appropriate measures to improve the educational infrastructure and the training of teachers to meet the needs of boys and girls”.

The Resolution Concerning the Elimination of Child Labour, adopted at the 84th Session of the International Labour Conference in 1996, notes the persistence of child labour despite the existence of laws prohibiting child exploitation in virtually every country, the linkages between poverty and child labour and the consequential need for sustained economic growth leading to social progress, in particular poverty alleviation and universal education. The Resolution therefore invites governments and where appropriate, employers’ and workers’ organizations to:

- formulate and implement educational and developmental policies essential for the elimination of all forms of child labour, in particular those aimed at providing employment for parents of working children and facilitating the transition of working children from work to school;



-
- initiate activities targeted at working children and their families such as the establishment of day-care centres, schools and training facilities;
 - promote access to basic education for girls and boys alike on an equal basis, which is crucial to the success of any effort to progressively eliminate child labour;
 - allocate resources to develop education, including compulsory primary education accessible to all, vocational training and guidance.

2. Working children (global)

The Asia-Pacific region has the highest number of working children, followed by sub-Saharan Africa and Latin America and the Caribbean. However, sub-Saharan Africa has the highest proportion of working children by a significant margin. The following table outlines these figures.

Region	Number of working children	Percentage of working children in the region
Latin America and Caribbean	5.7 million	5.1
Sub-Saharan Africa	49.3 million	26.4
Asia Pacific	122.3 million	18.8

Main findings from the ILO Global Estimate for 2004:

- ➔ Some 190.7 million children aged 5-14 years are estimated to be in some form of economic activity, of whom 166 million are in child labour to be abolished.
- ➔ To this, an added 52 million aged 15-17 years, are in work s/he should not be in.
- ➔ Therefore, 218 million children worldwide are in child labour that needs to be eliminated, including about 126 million trapped in the worst forms of child labour.

Source: ILO: *The end of child labour: Within reach*, Global report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work (Geneva, 2006).

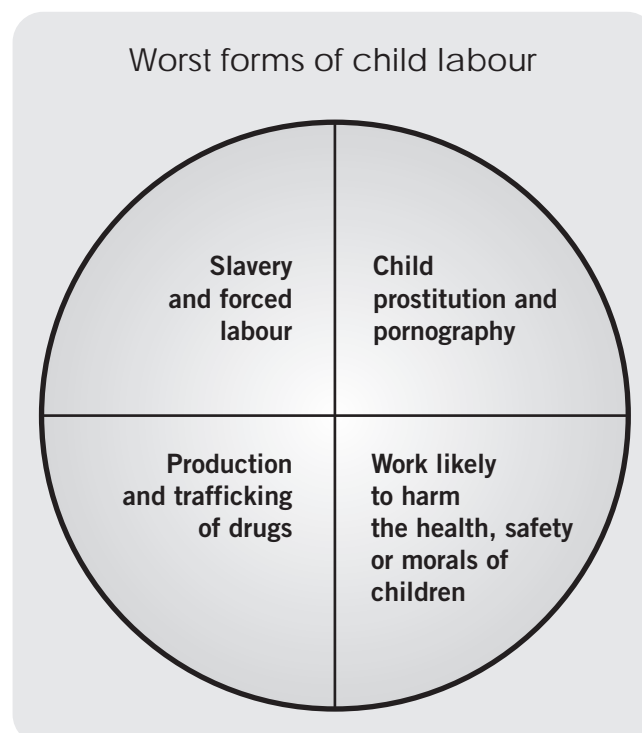
3. Obligations of States party to the Conventions

All states must design and implement urgent programmes of action to eliminate worst forms of child labour. This means taking measures to:

- prevent the engagement of children in the worst forms of child labour;
- provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
- ensure access to free basic education and wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour
- identify and reach out to children at special risk; and
- take account of the special situation of girls.

Reducing the worst forms of child labour requires action on many fronts:

- poverty reduction;
- more appropriate and accessible education and health provision;
- vocational training for appropriate jobs;
- provision of recreation facilities;
- legal protection and monitoring;
- comprehensive labour inspection; and
- awareness-raising for children, communities and employers.



4. Millennium Development Goals

The Millennium Development Goals have direct linkages to child labour, as they address:

- poverty – the main cause of child labour
- education – the main weapon against child labour
- gender equality and HIV/AIDS – significant factors in child labour

Millennium Development Goals

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development

5. United Nations Convention on the Rights of the Child (CRC), 1989

What is the CRC?




- It makes every person under the age of 18 a priority for everyone, including governments.
- It ensures children their civil, political, economic, social and cultural rights.
- It is universal and so applies to all children.
- It is unconditional and holistic.

Why is the CRC needed?

- In most societies there are no legal or social structures specifically dedicated to children's rights.
- The healthy development of children is essential to the future of every society.
- Children are more vulnerable than adults to the conditions under which they live.
- In most situations children's voices are not heard.
- Children are particularly vulnerable to exploitation and abuse.

Key principles of the CRC

The CRC is based on three key principles that are underlying themes throughout the CRC:

- 
1. Best interests (Article 3): The Article outlines obligations to consider the best interests of children, especially in certain situations such as separation, child labour, etc. The Article emphasizes that governments and other associations are aware and determine the impact of their actions on children, in order to ensure that the best interests of the child are the primary focus and are positive influences on a child's development.
- 
2. Non-discrimination (Article 2): The Article relates to the recognition that measures of protection are aimed at removing all discrimination in every field. Children have a right to be treated fairly, whatever their situation or circumstance.
- 
3. Participation (Article 12): All children have the right to take an active role in their community, to be members of a group, to freely express their opinions and to have a voice in matters affecting their own lives.

Within the CRC there is the strong commitment that education should be **relevant, developmental** and **inclusive**.

Education that is relevant:

Article 6: The right to survival and development.

Education should equip children with knowledge and skills that will help them deal with real life challenges, now and later. The most basic skills include literacy, numeracy and the ability to learn independently. Relevance in particular contexts will only be achieved if education systems are responsive to children, local communities and changing times.

A child therefore has the right to:

- information from all sources (Art 17);
- health care (Art 24); and
- protection from drug and substance abuse (Art 33).

Education that is developmental:

Article 29: The right to an education which enables children to develop their capacities and to take up responsibilities in the community.

Education should be an active learning and participatory approach that uses methods based on a holistic understanding of how children develop – psychosocially, emotionally, intellectually, physically, morally, etc.

A child therefore has the right to:

- have their own views heard and respected (Art 12);
- freedom of association and peaceful assembly (Art 15); and
- rest, leisure and play (Art 31).

And recognize a child's right to:

- privacy and protection from unlawful attacks on honour and reputation (Art 16) and
- protection from physical and mental violence (Art 19).

Education that is inclusive:

Article 28: The right of all children to education.

Article 2: The principle of non-discrimination

Education should be organized in ways that make it possible for all children to participate.

A child therefore has the right to:

- freedom of thought, conscience and religion (Art 14);
- dignity and active participation (Art 23); and
- to appropriate measures of recovery and social integration if from neglectful or exploitative backgrounds (Art 39).

Adapted from: Save the Children: "A Chance in Life" (London,1998).

Further CRC Articles that are of particular importance in the provision of education for working children include the following:

Article 1

For the purposes of the present Convention, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.

Article 19

Appropriate legislative, administrative, social and educational measures shall be taken to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Article 28

Recognition of the right of the child to education and this requires:

- making primary education compulsory and available free to all;
- encouraging the development of different forms of secondary education; including general and vocational education and making them available and accessible to every child;
- taking appropriate measures such as the introduction of free education and offering financial assistance in case of need; and
- taking measures to encourage regular attendance at schools and the reduction of drop-out rates.

Furthermore, all appropriate measures should be taken to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

Article 32

Recognition of the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. This includes taking legislative, administrative, social and educational measures, such as providing:

- a minimum age for admission to employment;
- appropriate regulation of the hours and conditions of employment; and
- appropriate penalties or other sanctions to ensure effective enforcement of the article.

Article 34

The child should be protected from all forms of sexual exploitation and sexual abuse. Measures should be taken to prevent:

- the inducement or coercion of a child to engage in any unlawful sexual activity and
- the exploitative use of children in prostitution or other unlawful sexual practices, pornographic performances and materials.





Article 35

A child should not be abducted, sold or trafficked for any purpose or in any form.

In addition to the CRC, the following articles under the *UN Universal Declaration on Human Rights* and the *International Covenant on Economic, Social and Cultural Rights* are of relevance to all children:

The UN Universal Declaration on Human Rights – Article 26

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available.

The International Covenant on Economic, Social and Cultural Rights – Article 26

- Primary education shall be compulsory and available free to all.
- Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all and in particular, by the progressive introduction of free education.
- The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

6. The African Charter on the Rights and Welfare of the Child

The African Charter on the Rights and Welfare of the Child states a number of Articles to which States have agreed upon. Some of the key Articles in relation to children who work are as follows:

Article 3: Non-discrimination

Every child shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed irrespective of the child's or his/her parents' or legal guardians' race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.

Article 4: Best interests of the child

In all actions concerning the child undertaken by any person or authority, the best interests of the child shall be the primary consideration.

Article 11: Education

Every child shall have the right to an education and requires the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential. This includes:

- the provision of free and compulsory basic education;
- encouraging the development of secondary education and to make it free and accessible to all;
- making higher education accessible to all on the basis of capacity and ability;
- taking measures to encourage regular attendance at schools and the reduction of drop-out rates;
- taking special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community; and
- taking appropriate measures to ensure that a child who is subjected to discipline shall be treated with humanity and with respect for the inherent dignity of the child.

Article 12: Leisure, recreation and cultural activities

Every child has the right to rest and leisure, to engage in play and recreational activities and to participate freely in cultural life and the arts.

Article 14: Health and health services

Every child has the right to enjoy the best attainable state of physical, mental and spiritual health.

Article 15: Child labour

Every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral, or social development.

Article 16: Protection against child abuse and torture

Specific legislative, administrative, social and educational measures shall be taken to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse.

Article 27: Sexual exploitation

Every child shall be protected from all forms of sexual exploitation and sexual abuse and shall in particular take measures to prevent the inducement, coercion or encouragement of a child to engage in any sexual activity; the use of children in prostitution or other sexual practices; and the use of children in pornographic activities, performances and materials.

Article 29: Sale, trafficking and abduction

Appropriate measures shall be taken to prevent the abduction, the sale of, or traffic in children for any purpose or in any form, by any person; and the use of children in all forms of begging.

7. Education for All (EFA)

The World Conference on Education for All (Jomtein, Thailand, 1990) made a commitment to make basic education (generally considered to mean primary education) a high priority on the agenda for development. The commitment to EFA was reaffirmed by 164 countries at the World Education Forum (Dakar, Senegal, 2000). The Dakar Framework for Action was adopted. It lays out six goals and a strategy for achieving Education for All.

The Dakar Framework Goals

- 1. Expand early childhood care and education
- 2. Free compulsory education of good quality by 2015
- 3. Promote the acquisition of life-skills by adolescents and youth
- 4. Expand adult literacy by 50% by 2015
- 5. Eliminate gender disparities by 2005 and achieve gender equality in education by 2015
- 6. Enhanced educational quality

8. New Partnership for Africa's Development (NEPAD), 2001

NEPAD is a vision and strategic framework for Africa's renewal based on an integrated socio-economic development framework for Africa. NEPAD is designed to address the current challenges facing the African continent, including issues such as the escalating poverty levels, underdevelopment and the continued marginalization of Africa.

The primary objectives of NEPAD are to:

- eradicate poverty;
- place African countries, both individually and collectively, on a path of sustainable growth and development;
- halt the marginalisation of Africa in the globalisation process and enhance its full and beneficial integration into the global economy; and
- accelerate the empowerment of women.

The principles of NEPAD are:

- good governance as a basic requirement for peace, security and sustainable political and socio-economic development;
- African ownership and leadership, and participation by all sectors of society;
- anchoring the development of Africa on its resources and resourcefulness of its people;
- partnerships between and amongst African peoples;
- acceleration of regional and continental integration;
- building the competitiveness of African countries and the continent;
- forging a new international partnership that changes the unequal relationship between Africa and the developed world; and
- ensuring that all Partnerships with NEPAD are linked to the Millennium Development Goals (MDGs) and other agreed development goals and targets.

NEPAD's priorities include:

- a. establishing the conditions for sustainable development by ensuring:
 - peace and security;
 - democracy and good, political, economic and corporate governance;
 - regional cooperation and integration;
 - capacity building;



-
- b. policy reforms and increased investment in priority sectors:
 - agriculture;
 - human development with a focus on health, education, science and technology and skills development;
 - building and improving infrastructure, including information and communication technology (ICT), energy, transport, water and sanitation;
 - promoting diversification of production and exports, particularly with respect to agro-industries, manufacturing, mining, mineral beneficiation and tourism;
 - accelerating intra-African trade and improving access to markets of developed countries; and
 - the environment.
- Some of the immediate priority actions and desired outcomes of NEPAD include:***
- Africa adopts and implements principles of democracy and good political economic and corporate governance, and the protection of human rights becomes further entrenched in every African country;
 - Africa develops and implements effective poverty eradication programmes and accelerates the pace of achieving set African development goals, particularly human development;
 - Monitoring and intervening as appropriate to ensure that the Millennium Development Goals in the areas of health and education are met.

9. Definitions of child abuse and neglect

“Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

“Emotional abuse includes the failure of a care-giver to provide an appropriate and supportive environment, and includes acts that have an adverse effect on the emotional health and development of a child. Such acts include restricting a child’s movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment.”

“Physical abuse of a child is defined as those acts of commission by a care-giver that cause actual physical harm or have the potential for harm.”

“Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws and social taboos of society . . .”

Source: World Health Organization: *Report on the Consultation on Child Abuse Prevention* (Geneva, 1999).

SESSION F

1. The ILO's International Programme on the Elimination of Child Labour (IPEC)

The International Labour Organization (ILO) is the United Nations agency that seeks to promote social justice and internationally recognized human and labour rights. The ILO formulates international labour standards in the form of Conventions and Recommendations setting minimum standards including basic labour rights, abolition of forced labour, and equality of opportunity and treatment, etc. It provides technical assistance, training and advisory services, and promotes social dialogue between governments, employers' and workers' organizations.

ILO launched its technical assistance programme, namely, the International Programme on the Elimination of Child Labour (IPEC), in 1992. IPEC's *aim* is to work towards the progressive elimination of child labour, with a priority on its worst forms, by strengthening national capacities to address child labour problems, and by supporting the worldwide movement to combat it.

IPEC provides *policy advice and technical assistance* to governments to ensure that educational policies pay special attention to children at risk of child labour. IPEC attempts to make child labour a policy priority in socio-economic, development and poverty reduction strategies of member countries, encouraging collaboration and mainstreaming of child labour issues.

IPEC uses *an integrated approach*:

- linking ILO standards to technical support through institutional capacity building, legal reform and enforcement of law;
- raising awareness and mobilizing stakeholders; and
- mainstreaming child labour into national agendas and promoting policy reform so as to address the root causes of child labour.

By forging alliances with key social actors, IPEC aims to contribute to a new vision for education policy in which prevention of *child labour is seen as an objective of all education systems* and barriers between education and social protection programmes are broken down.

Education

The ILO has demonstrated *leadership and experience* in using education to combat child labour in formal and non-formal settings. This action has proved to be critical in the prevention of child labour and the rehabilitation of former child workers. IPEC's work on child labour is an important facet of the ILO agenda because *child labour perpetuates the vicious cycle of poverty by preventing children from acquiring the skills and education they need for a better future*.

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 No. 138)





– is a key element in the prevention of child labour. With no access to quality education, millions of children are forced to work in dangerous and exploitative conditions. On the other hand, child labour is one of the main obstacles to EFA, since children who are working full time cannot go to school.

For the goal of universal primary education to be reached by 2015, governments will need not only to accelerate efforts to achieve EFA, but also to step up efforts to eliminate child labour. The **education sector has great potential to contribute to the prevention and elimination of child labour**, which should be an integral part of education policies worldwide. The ILO is promoting EFA in the context of its decent work campaign, not only as a means to combat child labour, but also as part of its work to develop vocational and skills training, to promote the status of teachers and to uphold their individual rights and the rights of their organizations. Through both global technical cooperation and policy dialogue, **ILO-IPEC aims to influence national educational policies** so that education systems prevent children from being drawn prematurely into labour and are more responsive to the needs of children released from hazardous work.

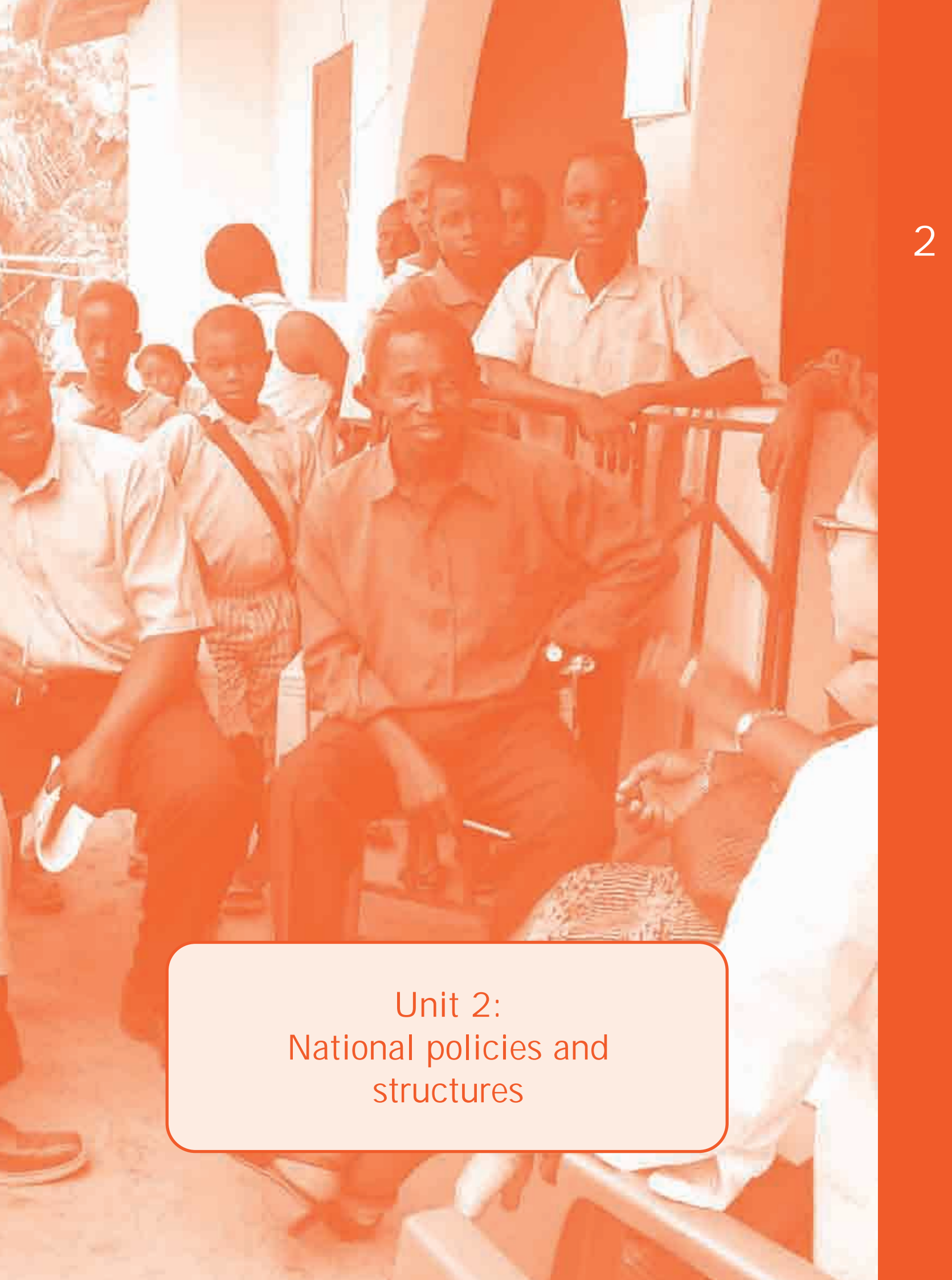
In **cooperation with the education sector**, ILO-IPEC has been striving to make schools more accessible to those working children normally excluded from the education system and make curricula, teaching practices and overall learning environments more responsive to their needs. ILO-IPEC has also been working with the education sector to **improve the quality of education** by incorporating information about child labour and life skills into the curricula and teacher training programmes, advocating for the improved working conditions and status of teachers, providing the necessary psychosocial support measures and better preparing these children for further training and employment. IPEC has helped to develop a Child Labour Information Kit (for teachers, educators and their organizations), as a tool for educators to support working children in the education system.

The consequences of child labour also go well beyond childhood: they also affect national economies through losses in competitiveness, productivity and potential income. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contributes to concrete reductions in the decent work deficit.

IPEC's experience shows that to be effective, **poverty alleviation programmes must address child labour issues** through prevention, withdrawal, and the strengthening of national capacity, especially in the education system.

IPEC works towards the elimination of all forms of child labour, giving special attention to children who are very young, those in hidden work situations, girls, and children who are particularly vulnerable. ILO Convention No. 182 places emphasis on the rapid elimination of the worst forms of child labour. IPEC **supports partner organizations** in developing and implementing measures to prevent child labour, remove children from hazardous work, provide for their rehabilitation and social reintegration and offer alternatives for them and their families.

Source: ILO-IPEC documents



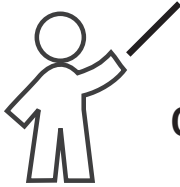
Unit 2:
National policies and
structures

Unit 2: National policies and structures

Contents

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Unit 2: National policies and structures



Approximate time = 2 hrs. 15 min.



Objectives

In this unit participants will become familiar with national child labour and education policies and plans and strategies. These will be compared with international policies and commitments. In the unit, participants will also discuss international, national and local structures that support working children and education, together with the barriers that decrease their effectiveness.

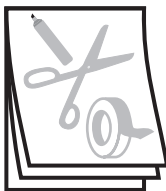
By the end of the unit, participants will be able to:

- identify the barriers to working children within the educational system;
- discuss the relevant national legislation related to child labour and the national education strategy of Ghana;
- focus on harmonization of the national educational policies and strategies with international conventions; and
- discuss the main international, national and local structures in place to ensure education for working children and education



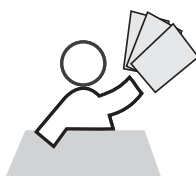
Sessions

A: National policies that relate to child labour	1 hr. 15 min.
B: Policies and commitments relating to teachers (national and international)	30 min.
C: Support structures for educating working children and the barriers	30 min.



Materials

- flipcharts
- marker pens
- masking tape



Handouts

- No. 1: Ghana Education Strategic Plan (2003-2015)
- No. 2: Ghana: The Children's Act, 1998
- No. 3: Structures and barriers (table)



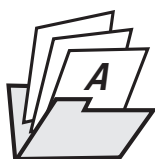
Key messages

- There are national structures in place to support working children; however, barriers exist that prevent or limit the access of working children to quality education.
- In addition to relevant, good quality education, working children in particular need to benefit from a protective rights-based environment and access to legal, health and other services.
- Extensive cooperation and systematic efforts are needed in creating synergy between policies and programmes addressing child labour, education, health and poverty.
- It would be important to either reinforce or create (if none exist) national networks to facilitate dialogue and joint coordination mechanisms.
- Child labour should be mainstreamed into PRSP, EFA, national plans of action and other resource allocation frameworks.

Session A:

National policies that relate to child labour

1 hr. 15 min.



Step 1

Give each participant the handouts on the Education Strategic Plan (ESP) and the Children's Act (Handouts Nos. 1 and 2). These are in the reference section together with further details and information if required.

Allow time for individual reading.

Step 2

Divide participants into four groups and allocate one of the following to each group to discuss and list a few key points.

- What are the important strengths of the policy documents?
- Are the basic education policies supportive of working children?
- Do the policies have any significant weaknesses in relation to working children?
- What are the critical issues facing the education system in Ghana?

Step 3

Give participants some key points on education data in Ghana. Refer to box 8 for this.

Box 8: Education data for Ghana (2004/2005)

- Total no. of primary teachers* = 89,479
- No. of trained primary teachers# = 51,799
- Total pupil/teacher ratio = 32.8 pupils per teacher
- Public school pupil/teacher ratio = 34.8 pupils per teacher
- Private school pupil/teacher ratio = 26.8 pupils per teacher
- National net enrolment rate (NER) for boys = 57.4%
- National NER for girls = 54.0%
- Regional (northern) NER for boys = 50.4%
- Regional (northern) NER for girls = 40.1%

NB: Taking the NER for the Northern Region, the data indicates that more than half of the official school-age children – about 50% of boys and 60% of girls – are currently not in school.

* This includes teachers working in both public and private sectors.

Trained teachers are those who are certified and have been trained for a minimum of three years.

Step 4

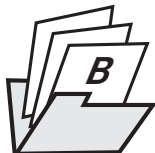
Ask participants:

- for their responses to this information and how far they believe achievements have been made in line with the national strategies;
- to give examples of the national programmes designed in support of the international policies and commitments.

Discuss briefly.

**Session B: Policies and commitments relating to teachers
(national and international)**

30 minutes



Step 1

Ask participants about the national policies and commitments that exist and that are specific to teachers. Briefly discuss details particularly in terms of:

- general support to teaching staff;
- support to teaching staff relating to the elimination of child labour; and
- challenges facing teachers in the education system.

Refer to box 9 for further information.



Facilitator notes:

Add to participants' responses and mention any key points not raised.
Refer to the reference section for more information.

Box 9: Some key areas relating to teachers within the Education Strategic Plan (ESP) and Strategic Framework are as follows:

FCUBE (free, compulsory universal basic education) objective:

- 🔑 to improve the quality of teaching and learning.

ESPRR (Education Sector Policy Review Report) policy goals include:






- 🔑 increase access to and participation in education and training;
- 🔑 improve quality of teaching and learning for enhanced pupil/student achievement;
- 🔑 strengthen and improve educational planning and management; and
- 🔑 promote and extend the provision of science and technology education and training.

The Strategic Framework outlines a number of strategies to support teachers, including:






- 🔑 support teacher deployment in deprived areas, particularly females;
- 🔑 provide “deprived area incentive packages” (ie. teacher accommodation, transport and services);
- 🔑 provide teaching and learning aids to all schools/teachers;





-  establish additional Teacher Resource Centres;
-  strengthen supervision and inspection systems;
-  define and institutionalize a multi-level career path with a clearly defined; promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service;
-  strengthen monitoring and accountability mechanisms including performance appraisal and institutional performance reviews at all levels; and
-  implement a number of interventions aimed at motivating teachers, such as the Best Teacher Award Scheme and Study Leave With Pay and Incentive Packages for teachers in deprived areas.

Challenges facing the education sector, with particular reference to teachers:

-  To address the quality issue, the education sector will require substantial investments. In 2002, most of the education financing went towards teachers' salaries, leaving very little for non-salary expenditure.
-  There is the issue of teacher training and development. The most deprived areas lack teachers. The teacher deployment issue has become critical to successful education delivery in the country.
-  Teachers are not being retained in the system. The average teaching life of a teacher being only 4-5 years.
-  The school supervision system is in need of review – its focus should be on establishing educational standards, monitoring the system and ensuring support for the professional development of teachers.
-  Lack of teaching/learning materials for even basic subject teaching.

Step 2

Ask participants if they know of any international commitments or organizations committed to education personnel.

Refer to box 10 and briefly discuss details with participants.



Facilitator notes:

*Add to participants' responses and mention points not raised.
Refer to the reference section for more information.*

Box 10: International policies and commitments to teachers

The 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers

This recommendation covers all teachers from pre-primary through to secondary school level.

The provisions include:

- teacher professionalism in terms of training as well as responsibilities to those they teach;
- cooperation in policy issues between authorities, teacher organizations, employers and workers; and
- professional freedom to choose and adapt materials and teaching methods in collaboration with educational authorities and within curriculum frameworks.

International Teacher's Organizations, such as Education International and the World Confederation of Teachers

Education International (EI) is a worldwide trade union organization of education personnel representing all sectors of education from pre-school to university level. EI sees an end to child labour as a key aspect of its work to promote human rights and quality education. To promote this, EI aims to ensure the rights of the most vulnerable groups such as indigenous peoples, ethnic minorities, migrants and children – including child labourers.

The World Confederation of Teachers (WCT) is a global trade union organization for workers in the education sector. Its overall objective is to defend the interests of education personnel and those they educate. One key aspect of its work focuses on human rights, including children's rights and the specific issue of child labour.

The WCT is committed to child's rights and against child labour and calls for support to children and a number of reforms towards the elimination of child labour.

Session C: Support structures for educating working children and the barriers 30 minutes**Step 1**

Ask participants to work in threes to look broadly at the international, national and local structures that support children and education, and that seek to protect children's rights.

Ask the groups to also identify some of the key barriers that prevent or limit these structures, policies and legislation in achieving their goals.

Give handout No. 3 to each group as a format to use for this activity.

**Facilitator notes:**

The reference section also contains a completed format detailing some of the main structures and barriers to achieving education in Ghana.

Step 2

Lead a brief plenary discussion on the groups' findings.

Compile the inputs from all groups into a summary table.

Unit 2
Reference section

Handouts

- No. 1: Education Strategic Plan (ESP): 2003-2015
- No. 2: Ghana: The Children's Act, 1998
- No. 3: Structures and barriers (table)

Further session information

Session A

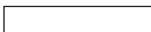
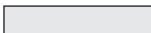
1. Additional information on the Ghana Education Strategic Plan (ESP): 2003-2015 and on the education policies, programmes and processes
2. Ghana – Girls' Education Programme

Session B

1. National policies and commitments to teachers
2. International policies and commitments to teachers

Session C

1. Structures and barriers – Completed table

- | | |
|---|--|
|  | = Handouts and further information for teaching staff |
|  | = Further details and information for trainers or facilitators |

HANDOUT No. 1: Education Strategic Plan: 2003-2015

The Ministry of Education (MOE) has overall responsibility for the education sector policy, planning and monitoring. Education delivery and implementation is the responsibility of institutions, districts and regions through various agencies of the MOE. Of these, the Ghana Education Service (GES) is the agency that implements the basic and senior secondary education components, including technical and vocational institutes.

In 2003, the Ministry of Education, Youth and Sports (MOEYS) published the Education Strategic Plan (ESP) for 2003-2015. The ESP is a long-term plan providing a strategic framework to guide the development of the education sector. The ESP was informed by the Ghana Poverty Reduction Strategy (GPRS), Education for All (EFA), the Millennium Development Goals (MDGs), and other sectoral and national reports. The ESP contains strategies and activities designed to achieve the MDGs of universal primary school by 2015 and of gender parity in primary school enrolment by 2005.

Article 38 of the Constitution requires government to provide access to free, compulsory universal basic education (FCUBE) and, depending on resource availability, to senior secondary, technical and tertiary education and life-long learning.

MOE launched FCUBE in September 1995 with the goal of improving access to quality basic education over 10 years to 2005. Its four broad objectives were to:

- improve the quality of teaching and learning;
- improve management for efficiency within the education sectors;
- improve access and participation; and
- decentralize the education management system.

Mission statement for education

The mission of the Ministry of Education is to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential, to be productive, to facilitate poverty reduction and to promote socio-economic growth and national development.

Goals for the education sector

In fulfilment of the Education Mission, the Ministry of Education will provide the following:

- facilities to ensure that all citizens, irrespective of age, gender, tribe, religion and political affiliation, are functionally literate and self-reliant;
- basic education for all;
- opportunities for open education for all;
- education and training for skill development with emphasis on science, technology and creativity; and
- higher education for the development of middle and top-level manpower requirements.

In providing these services we will be guided by the following values:

- quality education;
- efficient management of resources;
- accountability and transparency; and
- equity.

The structure of the ESP has been guided by the policy goals within the Education Sector Policy Review Report (ESPRR), August 2002. The ESPRR identified eight policy goals, to which a further two have been added to emphasize national and international concerns about HIV/AIDS and to promote female education.

Policy goals

- 1. Increase access to and participation in education and training.
- 2. Improve quality of teaching and learning for enhanced pupil/student achievement.
- 3. Extend and improve technical and vocational education and training.
- 4. Promote good health and environmental sanitation in schools and institutions of higher learning.
- 5. Strengthen and improve educational planning and management.
- 6. Promote and extend the provision of science and technology education and training.
- 7. Improve the quality of academic and research programmes.
- 8. Promote and extend pre-school education.
- 9. Identify and promote education programmes that will assist in the prevention and management of HIV/AIDS.
- 10. Provide girls with equal opportunities to access the full cycle of education.

Throughout the ESP, these ten goals are generally reordered and grouped within four areas of focus:

1. Equitable access to education	<ul style="list-style-type: none"> ➔ pre-school education ➔ access and participation in education and training ➔ girls access to education
2. Quality of education	<ul style="list-style-type: none"> ➔ quality of teaching and learning for enhanced pupil/student achievement ➔ academic and research programmes ➔ health and environment in schools and institutions ➔ prevention and management of HIV/AIDS
3. Educational management	<ul style="list-style-type: none"> ➔ educational planning and management
4. Science, technology and TVET	<ul style="list-style-type: none"> ➔ technical and vocational education and training ➔ science and technology education and training

The ESP presents a synopsis of government intentions and conditions that address the policy goals for education and a framework that reflects these goals. The framework expresses objectives, targets, possible strategies and priority ratings (these can be found on pp.19-33 of the ESP, Vol. 1).

A synopsis addressing the policy goals is as follows:

1. Increase access to and participation in education and training:

To provide a foundation for increased educational attainment through:

- developing access to free, compulsory universal basic education (defined for the plan period as six years of primary education and three years of junior secondary education);
- increasing access at the pre-primary level by promoting the enrolment of girls and other disadvantaged groups;
- increasing opportunities for out-of-school and hard-to-reach children and adults; and
- providing more opportunities. In addition, to expand access to the secondary and tertiary sub-sectors.

This should go some way towards achieving the Education for All objectives without losing sight of MOE responsibility for the whole sector.



**2. Improve quality of teaching and learning for enhanced pupil/student achievement:**

To improve quality by building upon already proven initiatives by:

- improving and augmenting the supply of human and physical resources available to the system;
- making them more effective – including the improvement of teaching practices, learning conditions and support facilities;
- making the curriculum more relevant in practical aspects such as life skills, physical education and vocational skills;
- developing reliable testing and achievement measurement systems through targeting educational outputs for improvement; and
- effective day-to-day monitoring, evaluation and accountability of the system by strengthening inspection and supervision.

The minimum aim is that all those completing basic education will be functionally literate and numerate.

3. Extend and improve technical and vocational education and training:

To extend and support opportunities for young people, including out-of-school children and drop-outs, and to engage in technical and vocational opportunities. The aim is to achieve this by increased diversification and greater relevance to the real workplace, in the technical and vocational curriculum, and by increasing the number of technical and vocational institutes and improving polytechnics.

4. Promote good health and environmental sanitation in schools and institutions of higher learning:

To ensure that all institutions of learning should be attractively healthy places in which to work and study – ones that provide models of good practice for daily life. In addition to defining and setting standards and the development and integration of a school health system, the curriculum at all levels will be reviewed to promote and provide health care and awareness through the treatment of topics such as HIV/AIDS and basic sanitation.

5. Strengthen and improve educational planning and management:

The Ministry and the management bodies at all levels of the education system will make the most efficient use of scarce resources within clearly defined roles that will develop a culture of service, information sharing and dissemination, support and mutual trust. There will be emphasis on the principles and practice of decentralization, with greater involvement of civil society and the private sector in general and school management through a review of current partnership arrangements. The Ministry recognizes that there needs to be an inclusive framework for financing education, one that embraces equity principles, medium-term financial development planning within a set of agreed costed minimum national standards, and which should meet the need to address societal and international imperatives, and to enhance cooperation between those engaged in the delivery of education and the wider stakeholder society. To strengthen planning and management, there needs to be significant improvements in administrative capacity, knowledge and expertise, and development of skills in prioritization and targeting at all levels of the system. Accordingly, there will be emphasis upon capacity building and the development and use of management tools during the plan period.





6. Promote and extend the provision of science and technology education and training:

To increase investment in the promotion of mathematics, science and technology, particularly junior secondary schools. In addition, throughout the system, from primary schools to the institutions of higher learning, there will be greater attention paid to encouraging all actors in promoting applications of information and communication technology (ICT) to daily activities, whether at a personal level or in the workplace.

7. Improve the quality of academic and research programmes:

The Ministry expects that academic programmes and research activities will be of much greater relevance to national development and poverty reduction targets. There will be greater emphasis on support and funding from the private sector and on more effective and better targeted dissemination of research findings.

8. Promote and extend pre-school education:

There will be significant gains in the provision of fee-free pre-school education, with about 55% of primary schools having a two-year kindergarten annex attached to them by 2015. To achieve this, government will seek the support of and collaboration with District Assemblies, the private sector, civil society, religious bodies and NGOs. To support this process there will be a new training and upgrading programme for teachers of early childhood and caregivers.

9. Identify and promote education programmes that will assist in the prevention and management of HIV/AIDS:

Institutional and teacher-training curricula will be reviewed to include aspects of HIV/AIDS awareness and prevention and management at all levels, with an emphasis on behavioural change. Courses in HIV/AIDS prevention, counselling, care and support, and management will be provided for workers and teachers in service. The role of HIV/AIDS clubs and other relevant initiatives will be encouraged at all levels.

10. Provide girls with equal opportunities to access the full cycle of education:

The Ministry aims to implement a number of strategies targeted specifically at increasing female participation in the education sector, in terms of enrolments, retention and completion rates. Sensitization programmes, highlighting the importance of female education, will be conducted and a number of programmes to support female access to education at all levels will be supported by the Ministry.

Proposed Complementary Basic Education Programme

Large numbers of children still continue to remain out of school. Therefore, the government is exploring two further strategies:

- Compulsory enrolment/admission into primary school for all children at 6 years of age; and
- Mass promotion of a public and cost-effective complementary basic education programme as an absorption mechanism of out-of-school children, especially girls, who are too old for the official admission to formal school.

The Complementary Basic Education Programme aims at reconciling education with society in a certain context by fully involving the communities in the centre of its management structure. At the same time, the programme needs to integrate itself with the formal school system by operating within the national education framework and management structure. Only by so doing will the programmes be mainstreamed rather than marginalized (as are similar programmes in many countries).

Community involvement

Community participation throughout the programme is essential. Various roles and responsibilities of the community should be clearly defined and agreed upon.

Some actions by the Government to support the ESP

Teachers:

The Government has put in place a number of interventions aimed at motivating teachers. These include the Best Teacher Award Scheme, Study Leave with Pay and Incentive Packages for teachers in deprived areas.

Parents:

The role of parents in the education delivery process is very important. Some interventions have been put in place to alleviate the poverty levels of parents so that the children will be freed to attend school. The Government of Ghana has recognized this fact and has therefore put in place the Poverty Reduction Strategy. During the 2004/2005 academic year, the government introduced the Capitation Grant in the 53 deprived Districts. This was aimed at absorbing all levies and fees being paid by parents in schools in those districts.

Pupils:

One problem that keeps some children out of school is hunger. Most parents are not able to provide a meal for their children before they go to school owing to poverty and poor agricultural harvests. To address this problem, the Government is implementing a major pilot feeding programme which should help increase school enrolment and attendance. The Ghana Poverty Reduction Strategy (GPRS, February 2003) includes child labour in the problems to be addressed and states the Government's intention to implement interventions to tackle it.

Monitoring education sector performance

A set of indicators will be a key component of the monitoring process. Quantitative and qualitative data will inform sector performance assessment. The system aims at ensuring a comprehensive evaluation framework, which will yield timely, relevant and evidence-based information for decision-making.

The indicator system will address the following requirements for monitoring sector performance:

- the need to have a holistic and comprehensive grasp of the state of implementation in relation to ESP targets;
- the need to maintain focus on problem areas, critical concerns and priorities;
- the need to generate support for educational interventions; and
- the need to provide feedback to all stakeholders.

Work programmes

Ghana subscribes to the Education for All (EFA) principles and process and has developed a work programme that puts into effect the six goals arising from the World Education Forum in Dakar, 2000.

The purpose of the work programme is:

- to assist with implementation of the ESP;
- to assist in the identification of priorities, scopes of work and technical requirements for district officers and working groups designated by MOE and its agencies; and
- to provide a sequenced work programme in terms of expected outcomes over the medium term.

The work programme contains outcomes and activities that relate to the four ESP focal areas and ten policy goals. The work programme process will also be disaggregated for officers at their respective levels:

- schools;
- district education offices;
- regional education offices;
- agencies of MOE (notably GES); and
- MOE central offices.

Source: Adapted from Ministry of Education of Ghana: *Ghana: Education Strategic Plan 2003-2015, Vol. 1 and Vol. 2*, (2003) and L.T. Tingbani: *Situation of Education in Ghana – Policies, Programmes, Processes and Key Players* (Ministry of Education, undated).

HANDOUT No. 2: Ghana: The Children's Act, 1998

Ghana is signatory to all international instruments on child protection including the United Nations Convention on the Rights of the Child, ILO Conventions Nos.138 and 182 and the African Charter.

ACT OF THE PARLIAMENT OF THE REPUBLIC OF GHANA ENTITLED THE CHILDREN'S ACT, 1998

AN ACT to reform and consolidate the law relating to children, to provide for the rights of the child, maintenance and adoption, regulate **child labour** and apprenticeship, for ancillary matters concerning children generally and to provide for related matters.

Date of assent: 30th December, 1998.

PART V. EMPLOYMENT OF CHILDREN

Sub-Part I. Child Labour

Section 87. Prohibition of exploitative child labour.

- (1) No person shall engage a child in exploitative labour.
- (2) Labour is exploitative of a child if it deprives the child of its health, **education** or development.

Section 88. Prohibition of child labour at night.

- (1) No person shall engage a child in night work.
- (2) Night work constitutes work between the hours of 8 o'clock in the evening and 6 o'clock in the morning.

Section 89. Minimum age for child labour.

The minimum age for admission of a child to employment shall be fifteen years.

Section 90. Minimum age for light work.

- (1) The minimum age for the engagement of a child in light work shall be thirteen years.
- (2) Light work constitutes work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or the capacity of the child to benefit from school work.

Section 91. Minimum age for hazardous employment.

- (1) The minimum age for the engagement of a person in hazardous work is eighteen years.
- (2) Work is hazardous when it poses a danger to the health, safety or morals of a person.





- (3) Hazardous work includes:
- (a) going to sea;
 - (b) mining and quarrying;
 - (c) portorage of heavy loads;
 - (d) manufacturing industries where chemicals are produced or used;
 - (e) work in places where machines are used; and
 - (f) work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behaviour.

Section 95. Enforcement in formal sector.

- (1) A district labour officer shall carry out any enquiry he may consider necessary in order to satisfy himself that the provisions of this Sub-Part with respect to labour by children and young persons in the formal sector are being strictly observed.
- (2) For purposes of this section any person may be interrogated by a district labour officer.
- (3) If a district labour officer is reasonably satisfied that the provisions of this Sub-Part are not being complied with he shall report the matter to the police who shall investigate the matter and take the appropriate steps to prosecute the offender.

Section 96. Enforcement in the informal sector.

- (1) The Social Services Sub-Committee of a District Assembly and the Department shall be responsible for the enforcement of the provisions of this Sub-Part in the informal sector.
- (2) For purposes of this section any person may be interrogated by a member of the Social Services Sub-Committee or by a member of the Department.
- (3) If the member of the Social Services Sub-Committee or the Department is reasonably satisfied that the provisions of this Sub-Part are not being complied with he shall report the matter to the police who shall investigate the matter and take the appropriate steps to prosecute the offender.
- (4) Where the offender is a family member of the child whose rights are being infringed under this Sub-Part, the Social Services Sub-Committee or the Department shall request a probation officer or social welfare officer to prepare a social enquiry report on the matter.

Source: ILO NATLEX database.

HANDOUT No. 3: Structures and barriers (table)

District/local context		Barriers	
National measures context		Barriers	
International context		Barriers	

SESSION A

1. Additional information on the Education Strategic Plan: 2003-2015

Policies, targets and strategies (Vol. 1) and Work programme (Vol. 2)

The strategic framework

The purpose of the Education Strategic Plan (ESP) is to assist in the poverty reduction process through the development of a learning society, thereby enhancing Ghana's human resource. In the future everyone will be able to participate meaningfully and successfully in the education process and young people and adults, who have hitherto been excluded, will be able to access new opportunities for education development. The strategic plan is designed to ensure that all learners gain the necessary knowledge, master the necessary skills and acquire the necessary attitudes for them to develop as individuals, to improve their social well-being and to improve Ghanaian society. This is in line with the Government's commitment to "support growth and poverty reduction" in the early years of the 21st century.

Source: Adapted from *Ministry of Education of Ghana: Education Strategic Plan 2003-2015*, Vol. 1 and Vol. 2 (2003).

Additional information on the education policies, programmes and processes (Ghana)

General

The ESP lays the foundation for a Sector Wide Approach (SWAp) to the education sector development in Ghana. A key feature of SWAp is that there should be joint responsibility and partnership between government and stakeholders, but that the MOEYS will take the lead role in guiding the implementation of the ESP.

To operationalize the ESP, the MOEYS has developed the Annual Education Sector Operational Plan (AESOP). The AESOP is a three-year rolling workplan in which activities and costs within the Strategic Framework and Work Programme of the ESP have been set against medium-term sector targets. It has been specifically designed to support the Medium-Term Expenditure Framework (MTEF) budgeting and planning process.

As part of the system to ensure the successful implementation of the SWAp, a management system consisting of four thematic groups (one for each area of focus) and the Education Sector Technical Advisory Committee (ESTAC) was established. Membership of these groups and the ESTAC is diverse with participation from the MOEYS and its agencies, development partners, NGOs, educationists and other stakeholders in the education sector.

The Education Sector Annual Review (ESAR) plays a key role in relation to the SWAp in education, by providing an open and participatory forum for a joint review of education sector performance and for raising key issues.





Progress to date

The Government of Ghana’s ultimate education goal is to provide free and compulsory universal basic education (FCUBE) of good quality for all children, i.e. to achieve quality Education for All (EFA). Within the framework of the GPRS and the ESP, the government has also committed itself to achieve the two education-related MDGs:

- universal primary completion by 2015 and
- gender parity in basic education by 2005.

However, the available statistics clearly reveal that there are still many children – especially girls – outside the formal school system.

Enrolment Rates for 2002/2003

Breakdown	Gross enrolment ratio (GER)	Net enrolment ratio (NER)
National (overall)	75.7% (gender parity index 0.92)	55.9% (gender parity index 0.95)
National (boys)	78.8%	57.4%
National (girls)	72.5%	54.0%
Regional (overall) (northern)	65.6% (gender parity index 0.78)	45.3% (gender parity index 0.80%)
Regional (boys)	73.7%	50.4%
Regional (girls)	57.2%	40.1%

Taking the NER for the Northern Region, the data indicates that more than half of the official school-age children – about 50% of boys and 60% of girls – are not in schools at this moment.

These “out-of school children” are either never enrolled in schools or have dropped out after the first few years of schooling. Their reasons for non-participation vary from one group to another, but a distinct set of common reasons can be observed as follows:

- **Poverty** – inability to pay school fees and levies, associated costs for uniforms and textbooks, opportunity costs by not engaging farming, fishing, cattle rearing and other domestic chores.
- **Long distance between home and school** – considerable amount of time lost for commuting, difficulty for young children, associated fear of sexual abuse and harassment for girl child.
- **Unfriendly school environment** – over-crowded and poorly structured classrooms, lack of furniture, untrained teachers, inappropriate teaching methods and practices, corporal punishment, teachers’ chronic absenteeism, irrelevant and insensitive curriculum content which is urban and middle-class centred, and language of instruction which is not relevant to children’s needs.





- **Irregular attendance and absenteeism** – seasonal nature of attendance, i.e. absence during the planting and harvesting seasons, especially in farming communities.
- **Gap between school and community** – general lack of trust and cooperation between school authority and community/parents, low awareness and perception of the importance and benefit of formal schooling, lack of interest in schooling by parents and even children themselves due to the mismatch between school curriculum and real life needs, especially in rural areas.
- **Health-related problems** – poor health and malnutrition, hunger, malaria, guinea worm, lack of concentration, sight and hearing problems, early pregnancy.

As a response, the government of Ghana has set some key strategies including the following:

1. *Demand side:*

- introduction and expansion of the Capitation Grant to cancel off the current school fees and levies;
- scholarship scheme to support needy children;
- provision of bicycles to girls commuting a long distance;
- provision of food subsidies/school feeding programme; and
- community mobilization on (girls') education and schooling;

2. *Supply side:*

- school rehabilitation and/or construction of new classrooms;
- construction of water and sanitation facilities, with separate toilets for girls;
- provision of incentives to teachers to deploy and retain them in rural deprived areas;
- provision of teaching and learning materials including textbooks and school furniture; and
- institutionalization and promotion of early childhood development (ECD) programmes (pre-schools).

The child labour problem in Ghana

The initiative to fight child labour in Ghana has become necessary because, despite the many efforts that have been made by national and international actors to eradicate child labour in the world, it still remains one of the major problems facing human resource development in most developing countries. The prevalence of the child labour problem, particularly the worst forms, is high in Africa, with well over 26 per cent of the world's working children aged between 5 and 14 years found in the continent. In sub-Saharan Africa, participation of children in economic activities is even higher with well over half of the children aged between 10 to 14 years engaged in child labour.

Ghana is a signatory to all international instruments on child protection including the United Nations Convention on the Rights of the Child, ILO Conventions No. 138 and No. 182 and the African Charter. Despite the commitments made by the Government of Ghana, little seems to have been done in terms of policy formulation, law enactment and enforcement as well as the setting up of practical programmes to implement the principles of the Conventions and to practically demonstrate efforts of the government towards the progressive and sustainable elimination of child labour.



Reasons for child labour in Ghana

The incidence of child labour in Ghana has been a function of many factors, including family poverty, unemployment, low and irregular sources of income, ignorance, collapse of the family systems, irresponsible parenting, non-existence and/or weak laws to protect children, poor structures for effective law enforcement, weak and ill-structured judiciary, as well as the demand for cheap labour of children. It is also relevant to identify a link between child labour and the inability of Ghana's basic education system to attract and maintain the majority of children in school, despite FCUBE, which intends (among others) to significantly subsidise basic school education to make it affordable and accessible to a large number of children.

Key players in the educational system in Ghana

The Ministry of Education and Sports is the policy-making body whilst the Ghana Education Service is the implementing agency of all MOEYS policies.

Key players in the policy implementation process at the Ghana Education Service include the following:

1. HEADQUARTERS LEVEL

- Director General
- Deputy Director General (MS)
- Deputy Director General (QA)
- Regional Directors of all the ten regions.
- All Divisional Directors at headquarters
- Basic Education Division
- Teacher Education Division
- Inspectorate Division
- Curriculum Development and Research Division
- Special Education Division
- Secondary Education Division
- Technical/Vocation Education Division
- Supplies and Logistics Division
- Human and Resource Management
- Girls Education Unit
- Guidance and Counselling Unit

2. DISTRICT LEVEL

- District Director of Education
- Circuit Supervisors
- School Management Committees
- District Education Oversight Committee
- Guidance and Counselling Unit
- Assistant Director (Supervision)



3. *COMMUNITY LEVEL*

- Parent–teacher associations (PTAs)
- Faith-based organizations (FBOs)
- Non-governmental organizations (NGOs)
- Traditional authorities (TAs)

4. *DISTRICT ASSEMBLY*

- District Education Oversight Committee
- Social Services Committee

Additional notes on the problems of implementation

For any programme to succeed, the active participation and collaboration of all of the above key players must be ensured.

Teachers

For a majority of teachers there is a lack of teaching/learning materials, basic textbooks, decent accommodation in rural areas, compounded by dilapidated classrooms and inadequate tools for the teaching of technical subjects.

Conditions in the 53 Districts that have been officially declared as “deprived” are most appalling, and teachers invariably refuse postings to such districts. There is always a chronic shortage of teachers in those districts as a consequence. Packages for teachers in deprived areas, whilst laudable, do not provide enough support. A more comprehensive package needs to be put in place to entice teachers to accept posting to deprived areas and stay there to teach. The necessary books, tools and teaching learning/materials should be provided as well as infrastructure and furniture.

District Assembly

For any programme to succeed at the district level, all organs of the assembly must be involved. The District Education Oversight Committee (DEOC) and the Social Services Committee as well as the District Labour Officer must be sensitized and trained to tackle problems associated with the use of child labour in agricultural ventures.

Community level

Child labour on cocoa farms arises out of the need for parents to get help on the farms and the desire for cheap labour.

At the community level there is need for sensitization to highlight the risks children face when they work on cocoa farms, i.e. risk from insecticides during spraying, snakebites and other harmful farming practices. Working on cocoa farms compromises children’s school attendance and increases drop-out rate.

Source: Adapted from L.T. Tingbani: *Situation of Education in Ghana – Policies, Programmes, Processes and Key Players* (Ministry of Education of Ghana, undated)

2. Ghana – Girls’ Education Programme

The “Assistance for Girls’ Education Project in the Three Northern Savannah Regions” was approved in February 1999. The factors impeding the participation of girls in school are both economic and social and include:

- poverty – inability of parents to pay for the education of all children;
- preference for boys’ education – perceived to have better returns;
- increased labour value of girls – leads to a high drop out rate and low retention;
- economic value – bride price for girls 12 years and above; and
- parents’ perceptions towards formal education for girls.

Goals and objectives:

- to increase girls’ enrolment in primary and junior secondary school through provision of take-home rations (based on 85 per cent attendance);
- to increase retention;
- to empower parents through sensitization and income-generating activities as well as motivating them to send their girls to schools; and
- to improve girls’ academic performance through regular attendance by reducing short-term hunger.

Achievements to date:

- increase in number of beneficiary schools from 235 in 1999 to 538 in 2005;
- increase in number of girls’ enrolled from 9,071 in 1998-99 to 37,190 in 2004/2005;
- retention rates have increased from approx. 40 to 90 per cent; and
- increased community awareness of the value of girls’ education.

Source: Adapted from L.T. Tingbani: *Situation of Education in Ghana – Policies, Programmes, Processes and Key Players* (Ministry of Education of Ghana, undated).

SESSION B

1. National policies and commitments to teachers

Education Strategic Plan (2003-2015) regarding teachers

Some key areas relating to teachers within the ESP and Strategic Framework are as follows:

FCUBE (free compulsory universal basic education) objective:

- to improve the quality of teaching and learning.

ESPRR (Education Sector Policy Review Report) policy goals includes:

- Increase access to and participation in education and training;
- Improve quality of teaching and learning for enhanced pupil/student achievement;
- Strengthen and improve educational planning and management; and
- Promote and extend the provision of science and technology education and training.

ESP areas of focus include:

Equitable access to education	● access and participation in education and training
Quality of education	● quality of teaching and learning for enhanced pupil/student achievement
Educational management	● educational planning and management

Strategic framework

The strategies reflect measures proposed for educational development at particular levels of the system. The following table outlines some of these.

Policy objective	Indicative target	Strategies	Start by
EA 14 Promote the recruitment and deployment of female teachers	<ul style="list-style-type: none"> ● IEC in place for teacher recruitment, especially females, by 2004 ● Provide motivational package to teachers in hardship areas, by 2004 	<ul style="list-style-type: none"> ● Implement district sponsorship programme for teacher trainees in all districts ● Support teacher deployment in deprived areas, particularly females ● Provide “deprived area incentive package” (ie. Teacher accommodation, transport and services) ● Support volunteer teacher programmes in rural areas, with an emphasis on local recruitment (esp. of females) 	<ul style="list-style-type: none"> ● On-going ● 2003 ● 2004 ● 2003



►►

Policy objective	Indicative target	Strategies	Start by
QE 1 Increase provision of and accessibility to textbooks and other teaching/ learning materials	<ul style="list-style-type: none"> All teachers have access to teaching support materials by 2008 50 Teacher Resource Centres established by 2015 	<ul style="list-style-type: none"> Provide teaching and learning aids to all schools/teachers Establish additional Teacher Resource Centres in 50 districts 	<ul style="list-style-type: none"> 2003 2004
QE 3 Improve the effectiveness of teacher preparation, upgrading and deployment at all levels, with emphasis on the recruitment of females	<ul style="list-style-type: none"> Reduce % of untrained teachers from 21.2% at the primary level and 12.8% at JSS to not more than 5% in 2015 across the basic level 	<ul style="list-style-type: none"> Implement district sponsorship programmes for teacher trainees in all districts Strengthen supervision and inspection systems Rehabilitation of Ghana Education Staff Development Institute 	<ul style="list-style-type: none"> On-going 2004 2003
QE 4 Develop a motivated teaching cadre for all levels with support from the private sector, CBOs, NGOs, FBOs and development partners	<ul style="list-style-type: none"> Career paths, criteria for promotion, annual review of performance, conditions of service for teachers at all levels revised and published, to be implemented by 2005 	<ul style="list-style-type: none"> define and institutionalize a multi-level career path with a clearly defined promotion policy based on equity and merit with appropriate incentives and rewards to those who remain in service 	<ul style="list-style-type: none"> 2003
EM 2 Strengthen monitoring and evaluation and accountability systems across the whole sector	<ul style="list-style-type: none"> Monitoring and evaluation system developed by end 2003 	<ul style="list-style-type: none"> Strengthen monitoring mechanisms and accountability measures including performance appraisal and institutional performance reviews at all levels 	<ul style="list-style-type: none"> 2003

EA = Equitable access to education
QE = Quality of education
EM = Educational management
IEC = Information, education, communication

Further support to teachers by the government to support the ESP has been to put in place a number of interventions aimed at motivating teachers. These include the Best Teacher Award Scheme, study leave with pay and incentive packages for teachers in deprived areas.

Education Sector Review (ESR)

In October, 2002, the Education Sector Review (ESR) provided an account of education sector performance. Some of the main findings were outlined using a SWOT analysis (strengths – weaknesses – opportunities – threats). This shows strengths matched against opportunities and weaknesses interpreted in terms of possible threats.

The following table indicates some of the ESR analysis, relating to “Quality teaching and learning”.

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Quality teaching and learning	
Strengths	Opportunities
<ul style="list-style-type: none"> ● distance education programmes to provide further professional training for teachers in service ● higher levels of commitment are being realized in ‘untrained teachers’ devoted to rural deprived areas 	<ul style="list-style-type: none"> ● extend distance education to improve the equality of teaching staff, and as a result, education ● use an “out-out-in” system whereby such student teachers will be provided with in-service training during vacations and transferred to TTCs during their last year, subject to performance ● use more effectively ICT to promote access to quality education at all levels
Weaknesses	Threats
<ul style="list-style-type: none"> ● improving, but nevertheless, unacceptable performance in CRT, PMT tests at basic education and in SSSCE. Plus noticeable disparities between public/private and rural/urban school performances ● poor public image of teaching profession makes it hard to attract good graduates into TTCs ● low level of teacher commitment due to a lack of incentives and poor working conditions, which translate into the above poor performance of pupils ● lack of effective use of ICT as a tool for teaching and learning 	<ul style="list-style-type: none"> ● the planned expansion of the education system may be undermined if there is an inadequate supply of qualified, motivated teaching staff
<p>CRT = Criterion referenced tests PMT = Performance monitoring tests SSSCE = Senior secondary school certificate examination TTC= Teacher training college ICT = Information and communication technology</p> <p><i>The research also found the following threats:</i></p> <ul style="list-style-type: none"> ■ under-representation of females in teaching and managerial roles – particularly in tertiary level institutions; ■ lack of appropriate role models leading to further discouragement of girls from entering the education system; ■ possible reduction in teaching staff due to attrition from HIV/AIDS, preventing the quality of education; and ■ supply of teachers may not keep pace with attrition leading to teacher shortages. 	

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Challenges facing the education sector, with particular reference to teachers:

- To address the quality issue, the education sector will require substantial investments. In 2002, most of the education financing went towards teachers' salaries, leaving very little for non-salary expenditure. This has adversely affected the provision of teaching and learning materials and infrastructure development.
- There is also the issue of teacher training and development. The most deprived areas lack teachers while at the same time there is some over-concentration of teachers in the urban areas. The teacher deployment issue has become critical to successful education delivery in the country.
- In the urban areas, many classrooms are overcrowded, with schools lacking basic supplies.
- Many teachers are dissatisfied with their working conditions. Teachers are not being retained in the system, the average teaching life of a teacher being only 4-5 years. Efforts need to be made to motivate them to continue.
- The school supervision system is in need of review – its focus should be on establishing educational standards, monitoring the system and ensuring support for the professional development of teachers.
- Lack of teaching/learning materials for even basic subject teaching.

2. International policies and commitments to teachers

The following outlines three international teachers' organizations and their commitments to the teaching profession.

Education International

Education International (EI) is a worldwide trade union organization of education personnel representing all sectors of education from pre-school to university level. EI sees an end to child labour as a key aspect of its work to promote human rights and quality education. To promote this, EI aims to:

- combat all forms of racism and discrimination in education and society; and
- ensure the rights of the most vulnerable groups such as indigenous peoples, ethnic minorities, migrants and children – including child labourers.

World Confederation of Teachers

The World Confederation of Teachers (WCT) is a global trade union organization for workers in the education sector. Its overall objective is to defend the interests of education personnel and those they educate. As one of its objectives, WCT pursues the protection of interests, rights and working conditions of teachers and educators worldwide.

One further key aspect of its work focuses on human rights, including children's rights and the specific issue of child labour. The organization emphasizes the importance of education in a multi-sectoral approach of the global strategy against child labour and the violation of children's rights.

The WCT is committed to child's rights and against child labour and calls for:

- immediate eradication of intolerable and damaging forms of child labour;
- respect of children's rights to a free, universal and obligatory elementary education;
- acknowledgement of the right to education as the most effective means to fight against child labour;
- ratification and implementation worldwide of ILO Convention Nos. 138 and 182 and the United Nations Convention on the Rights of the Child;
- implementation of development policies aimed at eradicating poverty which is one of the causes of child labour;
- effective application of the laws against child labour, together with positive measures for the rehabilitation of working children and raising awareness among parents about the damaging effects of child labour; and
- inclusion of information on children's rights and child labour as part of the school curriculum.

Source: IPEC: *Child Labour: An information kit for teachers, educations and their organizations* (Geneva, ILO, 1998).





The 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers

Who is covered by the 1966 Recommendation?

- All school-level teachers, from the pre-primary through the secondary level, in all institutions whether public or private, whether providing academic, technical, vocational or art education.

What are some provisions of the 1966 Recommendation?

- *Professionalism*: “Teaching should be regarded as a profession; it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge” (III.6)
- *Cooperation in policy issues*: “There should be close cooperation between the competent authorities, organizations of teachers, of employers and workers, and parents as well as cultural organizations and institutions of learning and research, for the purpose of defining educational policy and its precise objectives” (IV.10k)
- *Professional freedom*: “The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and adaptation of teaching material, the selection of textbooks, and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities” (VIII.61)

SESSION C:


Structures and barriers – Completed table

International context	National measures context	District/local context
<ul style="list-style-type: none"> ➔ ILO Abolition of Forced Labour Convention, 1930 (No.29). ➔ ILO Minimum Age Convention, 1973 (No. 138) setting the minimum age below which children should not work. ➔ UN Convention on the Rights of the Child (CRC), 1989. ➔ African Charter on the Rights and Welfare of the child. ➔ ILO Declaration on Fundamental Principles and Rights at Work, 1998. ➔ ILO Worst Forms of Child Labour Convention, 1999 (No. 182). ➔ World Declaration of Education for All (EFA, UNESCO, Dakar, 2000). ➔ Millennium Development Goals (MDG) 2000 <ul style="list-style-type: none"> ● Goal 2, Target 3: To achieve universal primary education by the year 2015 ● Goal 3, Target 4: To promote gender equality and empower women ➔ New Partnerships for Africa's Development (NEPAD, 2001). 	<ul style="list-style-type: none"> ➔ Free compulsory universal basic education (FCUBE) of 1992. ➔ Alternative Education Programme. ➔ School Feeding Programme. ➔ Early Childhood Development Programme (ECD) ➔ National Immunization Programme. ➔ Ghana Poverty Reduction Strategy (GPRS). ➔ The Labour Act of 2004. ➔ Social Protection Policy Paper, 2005. ➔ Capitation Grant ➔ The Children's Act of 1998. ➔ Juvenile Justice Act of 2003. ➔ MoU between Govt. of Ghana and ILO, 2003. ➔ Est. of Child Labour Unit of the Ministry of Manpower and Employment (MMDE) ➔ National Commission for Civic Education (NCCE) ➔ Commission for Human Rights and Administrative Justice (CHRAJ) 	<ul style="list-style-type: none"> ➔ Women and Juvenile Unit (WJU) of the Ghana Police Service. ➔ District by-laws ➔ District Assembly (DA) ➔ Community Tribunals ➔ District Education Office (DEO) ➔ District Education Oversight Committees (DEOC) ➔ District Education Planning Team (DEPT) ➔ District Response Initiative (DRI) – incl. vulnerable/orphaned children initiatives ➔ Unit Committees ➔ School Management Committees (SMC) ➔ Parent Teacher Associations (PTA) ➔ Community Child Labour Committee (CCLC) ➔ Children's Panel ➔ NGOs, CBOs, religious/traditional bodies ➔ Domestic Violence Victim Support Unit (DWVSU) ➔ Scholarship/Support schemes for needy children



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Barriers	Barriers	Barriers
<ul style="list-style-type: none"> ➔ Inadequate international awareness. ➔ Weak financial support ➔ Unsatisfactory human resource base for full global implementation. ➔ Weak monitoring structures, mechanisms and sanctions ➔ Low priority ratings by national governments ➔ Armed conflicts/wars, especially in Africa 	<ul style="list-style-type: none"> ➔ Poverty ➔ Inadequate financial and human resource base ➔ Cultural beliefs and practices ➔ Inadequate access ➔ Ignorance or low awareness ➔ Weak structures for monitoring and evaluation ➔ Weak institutions and enforcement of sanctions. 	<ul style="list-style-type: none"> ➔ Poverty ➔ Inadequate flow of information/communication ➔ Weak financial management training ➔ Weak donor support ➔ Poor staffing ➔ Lack of participatory monitoring techniques ➔ Over emphasis on gender roles ➔ Customary practices ➔ Inability to communicate and use good lessons learnt ➔ Poor personnel motivation



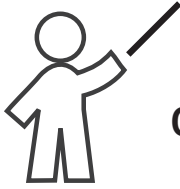
Unit 3:
Impact of work on
children

Unit 3: The impact of work on children

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Unit 3: The impact of work on children



Approximate time = 6 hrs. 20 min.



Objectives

In this unit participants will increase their knowledge and understanding of child labour, the reasons why children work and some of the effects that work can have on the lives of children. The consequences of the HIV/AIDS pandemic for eliminating child labour and the impact of HIV/AIDS on the education sector will be explored. The overall risks of child labour, especially in the agricultural sector, will also be discussed. Finally, this unit will allow participants to discuss children's development and specifically look at the impact of labour on the psychosocial, cognitive, physical, emotional and moral development of working children.

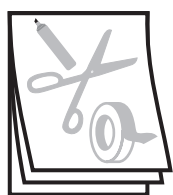
By the end of this unit, participants will be able to:

- review their understanding of child labour;
- identify the commonly found combinations of work and school;
- discuss the reasons why children work and state the key factors that contribute to these;
- realize the dangers and effects of HIV/AIDS on working children and teachers;
- discuss the effects work can have on children, including the greater risks children are exposed to;
- discuss the ways working children may behave in the classroom; and
- explore child development and the impact child labour can have on the psycho-social, cognitive, physical and emotional/moral development of children.



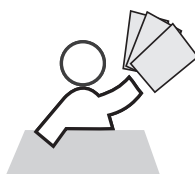
Sessions

A:	Review activity – the kinds of work children do	1 hr.
B:	Why do children work?	30 min.
	● the impact of HIV/AIDS on child labour	40 min.
	● the impact of HIV/AIDS on teachers	20 min.
C:	The environment working children come from	30 min.
	● children who work in agriculture and the risks	30 min.
D:	Children's development	20 min.
E:	Psychosocial, cognitive, physical and emotional/moral developmental effects on working children	1 hr.
F:	Impact of work on children's learning in the classroom	1 hr. 30 min.



Materials

- flipchart
- markers
- masking tape
- case study scenarios



Handouts

- No. 4: Why children work and why employers employ children for labour
- No. 5: Rural and urban case studies
- No. 6: Child development
- No. 7: Ways teachers can support children's holistic development in the classroom



Key messages

- The causes of child labour are primarily rooted in poverty created by social and economic inequality, discrimination and social exclusion as well as insufficient educational facilities.
- There is a direct link between the HIV/AIDS pandemic and child labour.
- Education helps to reduce child labour in two important ways. Firstly, it can facilitate the rehabilitation and social reintegration of child labourers. Secondly, it can prevent at-risk children from becoming child labourers.
- Children's development is multifaceted and the type of work they do and the conditions under which they perform it can impact their cognitive, psychosocial, physical and emotional/moral development. As a consequence, how child labourers adjust to classroom learning may be affected.

Session A: Review activity – The kinds of work children do

1 hour

**Step 1**

Divide participants into four groups.

Allocate one of the case-study scenarios indicated in box 11 below to each group.

**Facilitator notes:**

If possible, give the case studies to the groups as a handout.

In their groups, participants discuss the following questions:

- Is the work the child is engaged in exploitative or hazardous?
- Why?

Box 11: Case Studies**Case Study – 1**

Esther is 13 years old and lives with her family near a large market. Her father died a year ago and her mother is very poor. To help bring some money into the house, Esther works in a restaurant in the market. She starts at 6 in the morning and doesn't finish until 7 p.m. at night. For her work, she gets one meal a day and a small amount of money. She used to go to school but now that is not possible, although she would like to go back. Even though school fees are no longer required, there is little hope that she can save the money for school "extras" such as pen and paper and a uniform. And even if she did, who would work to earn money for her mother and younger brothers and sisters? If Esther gets sick and she cannot go to work then she misses out on her meal and also has no money to go to the health clinic.

Case Study – 2

Isaac is 11 years old and he works on a neighbour's cocoa plantation. His main jobs this season are planting the cocoa seedlings, weeding and mixing and spraying pesticides. He starts at 6 a.m. and works for two hours before he goes to school, and then in the evening he works for another 2-3 hours. He doesn't have a good pair of shoes or boots so often gets cuts on his legs and feet and sometimes they get infected, which makes walking painful and sometimes makes him slower than the others at work. He is therefore often called lazy and beaten by his employer. Isaac has no gloves, so when mixing the pesticides, this often gets into the cuts on his hands, again being painful. Sometimes he is unable to go to work due to the infections and swelling, so he cannot collect payment for these days. He is able to eat two meals a day. One in the morning and one in the evening. At school he is often tired and has visible cuts and infections. The teacher calls him dirty and lazy as Isaac often finds it difficult to stay awake in class and concentrate. He would like to continue with his education but he is finding it very difficult.





Case Study – 3

Agnes is 12 years old and works both at home as well as in the nearby cocoa plantations. Her mother died two years ago and since that time she has taken on the majority of her mother's work. Agnes starts at 5:30 in the morning, by fetching water, making breakfast for her two siblings and father, and cleaning the house. She then goes to school, although sometimes she is late because of her housework. Agnes is often tired in class, but her friends help her by explaining the school sessions she misses because of her work at home. After school Agnes earns extra money to support her family on the nearby cocoa plantation. Currently it is harvest time and she is involved in carting the beans for drying which demands carrying heavy loads. She then helps in spreading and stirring the beans for drying. She has been given gloves for this work and her employer doesn't beat her. After her work on the plantation she goes home to fetch water and prepare the evening meal for her family.

Case Study – 4

Emmanuel is 9 years old and goes to school with his two younger brothers. After school he helps contribute to the household by selling water on the highway to people travelling on buses. He walks the 2 km each way to do this. Some days he is able to sell his quota of water, but other days, business is not good. His father is not pleased when he doesn't bring home the full wage for selling his quota. By the time he gets home it is late and he has no time to do any school work. He often gets called stupid and lazy at school by his teacher, who also hits him with a stick. Because of his work, he doesn't have time to play with the other children after school and so has no real close friends. He is often bullied by others in the playground during break time.

Step 2

Lead a plenary session where groups briefly present their case study and conclusions.

Step 3

Write the following questions on the whiteboard:

- Which child works the hardest?
- Which child is at most risk of abuse?
- Which child is at most risk of physical injury?
- Which child has the least prospects of fulfilling their potential and realizing their ambitions?

Lead the group in a general discussion on these questions, based on the four case studies the groups have been discussing.

Step 4

Now ask the group to rank the case studies in order of seriousness. Refer to box 12 below for points to assist the ranking process.

**Facilitator notes:**

When doing this, remind participants to consider:

- *which children – in which kinds of work and in which situations – are most at risk of being harmed by their work?*
- *to what extent does the child feel able to shape his/her “destiny” versus being shaped by external forces outside his/her control?*

Box 12: When ranking children’s work consider:

- age of child;
- hours spent working each day;
- level of physical or psychosocial stress created by work;
- danger the work poses;
- exposure to exploitation;
- separation from family;
- prevention of access to other rights – education, health, identity, culture;
- amount of pay;
- level of dignity/self-esteem the child maintains;
- lack of access to people for support or to solve their problems; and
- opportunities – or lack of – that work offers the child.

“Which child – in which kind of work and in which situation – is the most at risk of being harmed by their work?”

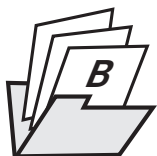
Step 5

Ask the participants the following questions:

- Why are some forms of labour seen as more hazardous and exploitative?
- Is the definition different for boys and for girls?

Session B: Why do children work?

1 hr. 30 min.



Step 1

Divide participants into small groups and in their groups ask them to brainstorm: “Why do children work?”

One person in each group records their group’s responses on paper.

Step 2

Write the following headings on the whiteboard:

- Household poverty (livelihood)
- Perceived attraction of work
- Peer pressure
- Inappropriate or lack of education/lack of health facilities
- Cultural and social values/perceptions

Causes of child labour

Child labour can stem from one or more causes in any given country, such as:

- extreme poverty and the need for all family members to contribute economically to its survival;
- cultural and/or traditional practices in certain geographical locations or among certain peoples, for example, migrant workers, indigenous populations and lower castes;
- very limited access to education institutions or programmes; for example, lack of school facilities in rural sub-Saharan Africa;
- poorly funded, trained and equipped education systems and teaching staff;
- discriminatory practices in society and in education; for example, against girls or certain population groups, such as indigenous peoples;
- lack of acknowledgement of the problem of child labour by some governments, other socio-economic and political actors and even the public at large, and a failure to deal with the issue as a priority;
- the death of parents or guardians from HIV/AIDS, creating a new generation of child-headed households;
- armed conflict and children being forced to take up arms or give support in other forms of labour;
- trafficking or criminal practices, such as commercial sexual exploitation; or
- any combination of the above or other phenomena that either encourage or oblige children to leave their childhood, education and family behind and enter the labour market.

Still in groups, participants categorize the reasons why children work under each of these headings.

Step 3

Participants give brief feedback to the plenary.

Write these responses under the headings on the whiteboard.

● *The impact of the HIV/AIDS pandemic on child labour*

Step 1

This section will focus on the impact of the HIV/AIDS pandemic on eliminating and preventing child labour. The topic may have been mentioned and some brief discussion may have taken place already. Ask participants the question: “What impact do you think HIV/AIDS has had on the community?”

Briefly write down some general responses given by the participants.

Refer also to box 13 for some key points and ensure these are raised in this initial discussion.

Box 13: How the HIV/AIDS crisis links to child labour

The HIV/AIDS crisis has a number of links to child labour, including:

- the increase in the number of vulnerable children, especially orphans and HIV-infected children;
- the increase in demand on public and private services, such as health care;
- pressure on children to work to assist their parents, guardians and siblings in securing a livelihood; and
- an especially harsh burden on girls, who often must provide care and household services for the whole family.

In addition, child labourers are more at risk of becoming infected by HIV/AIDS because they are often working in situations where they are vulnerable to sexual abuse. This is particularly the case of children engaged in the worst forms of child labour, such as prostitution, street vending and domestic work. Given their high proportion in prostitution, girls are especially at risk of becoming infected and further spreading the disease.

Source: ILO-IPEC

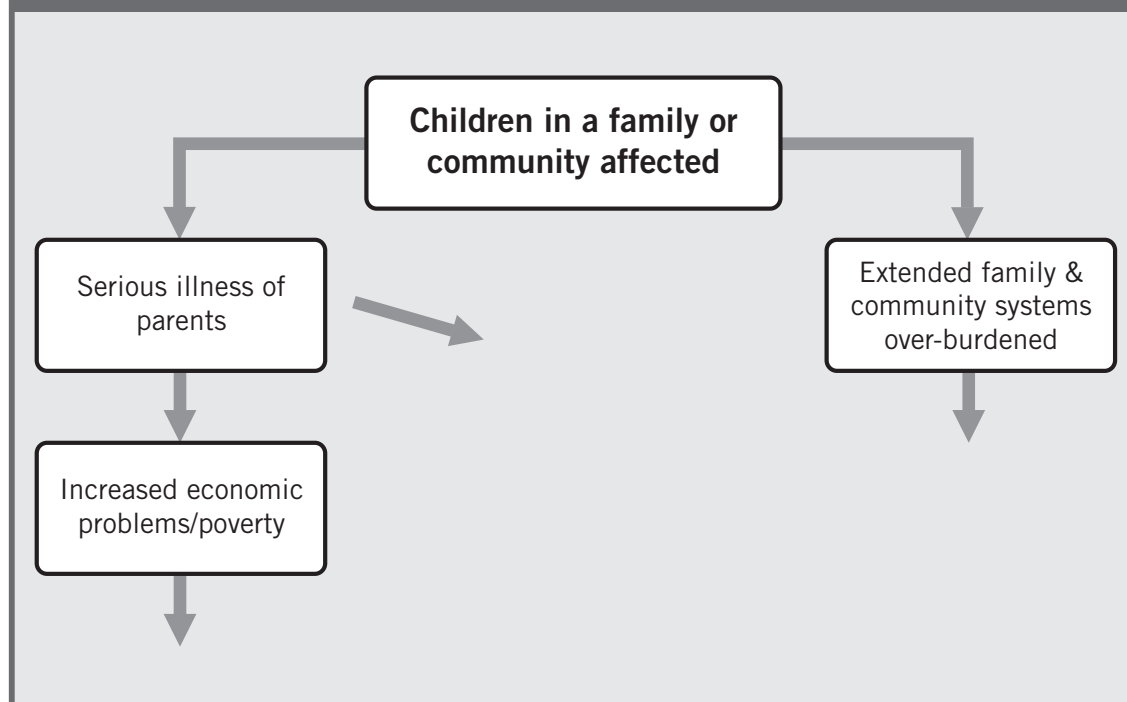
Step 2

Divide participants into groups and give each group flipchart and marker pens.

Explain to groups that they will be developing a linkage diagram of the impact or effects that HIV/AIDS can have on families and children.

To assist them, begin with outlining a few of these as an example. Refer to box 14. Groups should use some of the main ideas from Step 1 as well as additions as they go through. See reference section for an example of an HIV/AIDS linkage diagram.

Box 14: Impacts on children and families affected by HIV/AIDS



Step 3

Participants should display their diagrams on the wall.

Allow groups time to look at others' work and then bring groups together.

Step 4

Lead participants in a discussion focusing on the following questions:

- Are girls or boys more vulnerable to child labour and exploitation if the family is affected by HIV/AIDS? Why?
- What policies/commitment has the government in Ghana put in place regarding HIV/AIDS and in particular with children?
- What community response and action is currently taking place?
- What role are NGOs and the media playing in terms of awareness raising and combating HIV/AIDS, etc.?
- How is this linked with education?
- How could it be improved?

● ***The impact of HIV/AIDS on teachers***

Step 1

Continuing from the previous linkages diagram and discussion, this part will focus on teachers. HIV/AIDS not only affects children, but the entire education system.

Ask participants to brainstorm the ways HIV/AIDS is affecting the teaching profession. Refer to box 15 and ensure key points are made to the discussion.

Box 15: Impact of HIV/AIDS on teachers

Impact of HIV/AIDS on teachers has meant that:

- many teachers do not finish their training;
- many teachers are only semi-trained and will not have a full working life to continue to develop their skills in teaching;
- numbers of trained teachers are decreasing;
- teachers are often absent from school due to their own or family member illness/caring responsibilities;
- quality of teaching decreases;
- larger classes result due to lack of teachers (or replacement of teachers);
- there are also fewer school inspectors and administrators to keep the systems running efficiently; and
- with absenteeism, and reduced quality of teaching, children are less prepared to advance in education and/or will drop out of school.

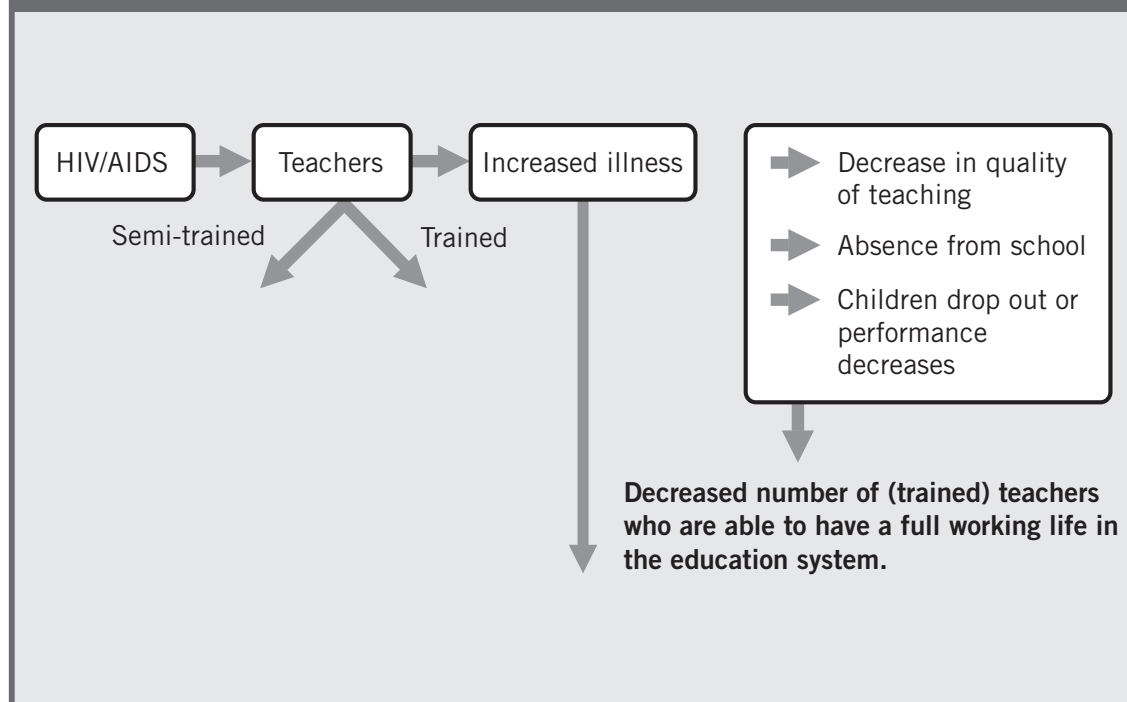
Step 2

Together with participants, develop a brief linkages diagram on the board focusing on the impact of HIV/AIDS on teachers.

Refer to Box 16 for an example, however, allow the participants to shape their own diagram as they perceive the impact and linkages.

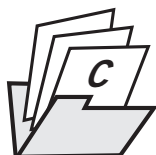
There is also additional information on the impact of HIV/AIDS on the education sector in the reference section.

Box 16: The impact of HIV/AIDS on teachers



Session C: The environment working children come from

1 hour



Step 1

Before the session, prepare different types of brief case-study scenarios on children working in (a) rural areas: boys and girls and (b) urban areas: boys and girls. Write scenarios on separate pieces of paper and put all rural scenarios in one box (a) and all urban scenarios in box (b). To assist with this, there are several case-study scenarios in the reference section (refer to Handout No. 5).

Step 2

Explain to participants that for this activity they need to look at the different environments of rural and urban working children. To do this, participants will work in groups and select two short scenarios about working children – one boy and girl from a rural area and one boy and girl from an urban setting – and use this as the basis.

Divide participants into groups. Ask one person from each group to select one piece of paper from box (a) and one from box (b).

Step 3

Ask participants to work in their groups and to look at two specific aspects of the environment that rural and urban working child come from:

- family environment;
- community environment.

Ask participants to consider:

- the social environment within the family and the wider community;
- any differences in the environments if the child were a girl versus a boy; and
- any differences if the child were older or younger.

To assist participants and/or the plenary discussion, draw the following table on the board:

Table 2 (example)

Working child	Age	Gender	Family environment	Community environment	Other comments
Rural					
Urban					

Step 4

Lead a short plenary and focus on the different environments that the rural and urban working children might come from.

Children who work in agriculture and the risks they face**Step 1**

Lead a general discussion on the risks involved for child labourers.

**Facilitator notes:**

Together with construction and mining, **agriculture is one of the three most dangerous sectors in which to work** in terms of work-related deaths, accidents and work-related diseases. This needs emphasis. There is further information in the reference section regarding the hazards and risks of agricultural work.

Point out the main aspects listed in box 17 if these are not forthcoming from the participants.

Box 17: Levels of risk for child labourers

In general, the levels of risks for children involved in labour are increased by a number of factors. Many children are engaged in the same hazardous work as adults; however, due to their stage of physical development, the dangers for children are much greater.

Children are at greater risk due to:

- lack of work experience;
- learning unsafe behaviours from adults or inadequate training;
- lack of health and safety training;
- inadequate or harsh supervision;
- lack of power in terms of organization and rights;
- reluctance to admit not understanding of task;
- fear of dismissal;
- desire to prove they are big enough, old enough, strong enough, etc. to do the job;
- vulnerability to long hours (fatigue), exposure to heat, cold and disease, etc.;
- greater susceptibility (immature physiological systems) of exposure to pesticides, fertilizers, toxic chemicals, exhaust fumes, etc.;
- sexual or physical abuse; and
- exposure to drugs and/or other inappropriate behaviours, i.e. crime.

Source: Adapted from IPEC: *Tackling hazardous child labour in agriculture: Guidance on policy and practice* (Geneva, ILO, 2006)

Step 2

Explain that for this activity the focus will be on agriculture, particularly cocoa farming.

Draw the table outlined in table 3 below on the board or flipchart. Divide participants into small groups and allocate two or three of each of the activities outlined to each group. Ask the groups to fill in the other columns relating to that activity.

Table 3

	Activities	Role of children	Dangers/hazards	Suggested protective measures
1	Clearing of land/ felling of trees			
2	Preparation of seedlings			
3	Planting of cocoa seedlings			
4	Weeding of farm			
5	Fertiliser application			
6	Spraying with pesticides			
7	Harvesting of pods			
8	Breaking of pods/ fermentation			
9	Carting of beans for drying			
10	Drying of beans			
11	Bagging of beans			
12	Carting of beans for sale			

Step 3

In plenary, participants share their ideas.

An example of a completed table can be found in the Reference section, together with further information on agriculture and the risks children face in cocoa farming.

Session D: Children's development

20 minutes



Step 1

Draw the table outlined in table 4 on the board.

Table 4

Age range	What children do	What children need	What may happen if needs are not met
0-2 years			
2-6 years			
6-12 years			
12-18 years			

Step 2

Divide participants into four groups and allocate one of the age ranges to each group. Ask the groups to note down key points they consider for that age range in terms of:

- what children do;
- what children need; and
- what may happen if these needs are not met.



Facilitator notes:

Remind participants that they should note only key points and limit these to up to three points only under each column.

Step 3

In plenary ask each group to feedback their ideas.

Refer to the reference section for further information and make additions to participants' responses if required. Give Handout No. 6 to participants for their reference.

There is also further information on abuse and neglect of children in the reference section.

Session E: Psychosocial, cognitive, physical and emotional/moral developmental effects on working children

1 hour


Step 1

Explain that children's development is holistic – that it involves development and learning in a way that allows children to actively participate in all aspects of society. A child's development is a dynamic and evolving process and one that is dependent and influenced by many internal and external factors. Children have age and stage-related developmental needs, capacities and also vulnerabilities that must be addressed in order to minimise risk or prevent harm, while at the same time reinforcing factors that support a healthy development for them. Children are more vulnerable than adults due to the fact that they are developing in all areas – physically, mentally, socially and psychologically.


Facilitator notes:

There is more information in the reference section on all aspects of development of the child, including diagrams. You may wish to photocopy some of the information and give as handouts to participants.

Step 2

Write the following terms on the whiteboard:

- psychosocial
- cognitive
- physical
- emotional/moral

Lead a brief general discussion on the terms to ensure participants understand them.

Refer to box 18 for some brief definitions.

Box 18: Definitions

Psychosocial:

- the awareness of self and others and of a positive self-image and attitudes towards others
- the development of a separate and independent identity but with the ability to respect and appreciate others as well as be part of a larger group
- the development and ability to use coping skills in different situations and to communicate in appropriate and effective ways

Cognitive:

- the development of communication skills
- the development of sequencing and recalling information, problem-solving and critical thinking

Physical:

- growth and general healthy development including coordination, strength and stamina
- the awareness of self and others and the use of space

Emotional/moral:

- the development of subjective well-being
- the understanding and respect for own and others' cultural and religious beliefs

NB: a large part of children's development in this area is based on messages they receive from others – their attitudes, relationships and interactions in everyday life

Step 3

Divide participants into four groups.

Give each group one of the above terms and ask them to brainstorm the effects labour may have on this developmental aspect of children who work.

Refer to table 5 as a starting point and as an example.

Step 4

Ask participants to present their outcomes in plenary.

Allow any questions, discussion and/or additions to the above to be made by any participant.



Facilitator notes:

Refer to reference section for additional information to table 5 that can be used to expand some points. In the reference section there is also a table relating specifically to the development of children who work in cocoa farming.

Table 5 (example)

Physical	Cognitive	Psychosocial	Emotional/moral
<ul style="list-style-type: none"> ● poor health ● ● ● 	<ul style="list-style-type: none"> ● mental exhaustion ● ● ● 	<ul style="list-style-type: none"> ● learnt helplessness ● ● ● 	<ul style="list-style-type: none"> ● lack confidence and self-esteem ● ● ●

Step 5

Ask participants to stay in their same groups.

Give each group one of the case study scenarios in box 19 below and ask them to “list the short and long-term impacts of work on the child involved”.

Draw table 6 on the board as an example for the groups to use. Give participants flipchart paper and markers for this activity.

Table 6

Effect on the child	Short-term impact	Long-term impact
Psychosocial		
Cognitive		
Physical		
Emotional/moral		
Education (general)		

Box 19: Case studies

Case study 1:

Akua was 13 years old when her parents died of HIV/AIDS. She lived in Obuasi and was in JSS One at that time. Since then, Akua has dropped out of school as she needs to be the breadwinner of the family and look after her three siblings. Akua is now involved in “kayayo” as a way to earn a living and leaves home at 6:30 a.m. and does not return until around 7 p.m. Recently she was raped by a boy and is now pregnant and has no one to turn to or to help her in her situation. People are also not sympathetic to her situation and say that it is all her own fault.

Case study 2:

Kofi Mensah is 13 years old and attends school. He engages himself in illegal mining (galamsey) due to peer pressure and influence, even though he lives with both his parents. Kofi works for long hours in the deep pits digging and using dangerous chemicals in washing the sand. He has to stand in contaminated water without any protective footwear and clothing. He is exposed to drugs like marijuana. Kofi regularly absents himself from school because of his desire for money. When Kofi does go to school, he looks tired and often falls asleep.

Case study 3:

Jessica is 11 years old. She has one younger brother of 4 years. They lost both parents a year ago and now live alone in an unfenced hut in the village of Telanea. Jessica carries the responsibility of fending for herself and her brother. She wakes up early and sweeps their room, fetches water, bathes her brother, prepares some food and dresses her brother for school. She usually gets to school late and tired from the house chores and long distance she has to walk. On returning home in the evening, she manages to prepare something for their supper, but their meals are usually carbohydrates. At week-ends she works for a pito brewer who makes her carry the malt to the mill to grind and she also helps with the selling of the pito. Jessica finishes from the pito house around 10 p.m. and walks a distance of over one km home alone along the dark path. She is paid only c.5,000 if the sales are good and nothing when the sales are bad. Jessica’s extended family members will not support them because she and her brother are “spirit children” and therefore it is believed that they killed their parents. Due to the lack of funds, Jessica will probably have to stop going to school so as to be able to support both herself and her brother.

Case study 4:

Ben is a 10-year-old boy whose parents died of HIV/AIDS when he was 7. At this time, Ben went to stay with his older brother Wiredu, a sanitary worker in Koforidua. Wiredu and his wife and seven children all live in a single room. Wiredu’s job does not allow him to look after his family properly. To help the situation, Ben goes to the farm in the early morning, without food. He comes back for breakfast at 11 a.m. and then goes to the market to sell ice water until 7 p.m. before returning for supper. Meanwhile, all the school-age children of Wiredu attend school. Ben sleeps on the bare floor and on weekends has to wash and iron the uniforms for the other children. Ben wishes he could continue with his schooling, but when he mentions this he is beaten by Wiredu’s wife.

Step 6

Ask one speaker from each group to:

- briefly give an overview of their case study scenario and
- briefly list short and longer term impacts.

After each group gives feedback, ask if others would like to contribute anything else.

**Session F: Impact of work on children's learning
in the classroom**

1 hr. 30 min.

**Step 1**

Drawing on the information presented in this unit and from participants contributions and experience, discuss the impact that work can have on children and how this may affect them in the classroom. As a comparison, participants will also look at a non-working children's environment and how this affects them in the classroom.

Draw table 7 on the board. Divide the participants into small groups and ask them to list some of the attributes and characteristics that both the working child and the non-working child may have as a result of:

- the child's own individual characteristics;
- the child's family environment; and
- the community they come from.

Table 7

	Working child	Non-working child
<i>Student characteristics</i>		
<i>Family environment</i>		
<i>Community</i>		
<i>Other</i>		

Step 2

Briefly ask a few participants to give their points to the plenary.

Step 3

Now draw table 8 on the board.

Ask the participants to use this information and that from previous discussions to look at the type of experiences and learning that the working child might bring into the classroom setting. This includes the learning they have already been exposed to.

As a whole group, list ideas in the first column.

When this is completed, ask participants to consider the types of skills they may not have that are generally associated with the education system. List these in the second column.

Table 8

What experience (learning) does the working child bring to the classroom?	What classroom skills might they not have?



Facilitator notes:

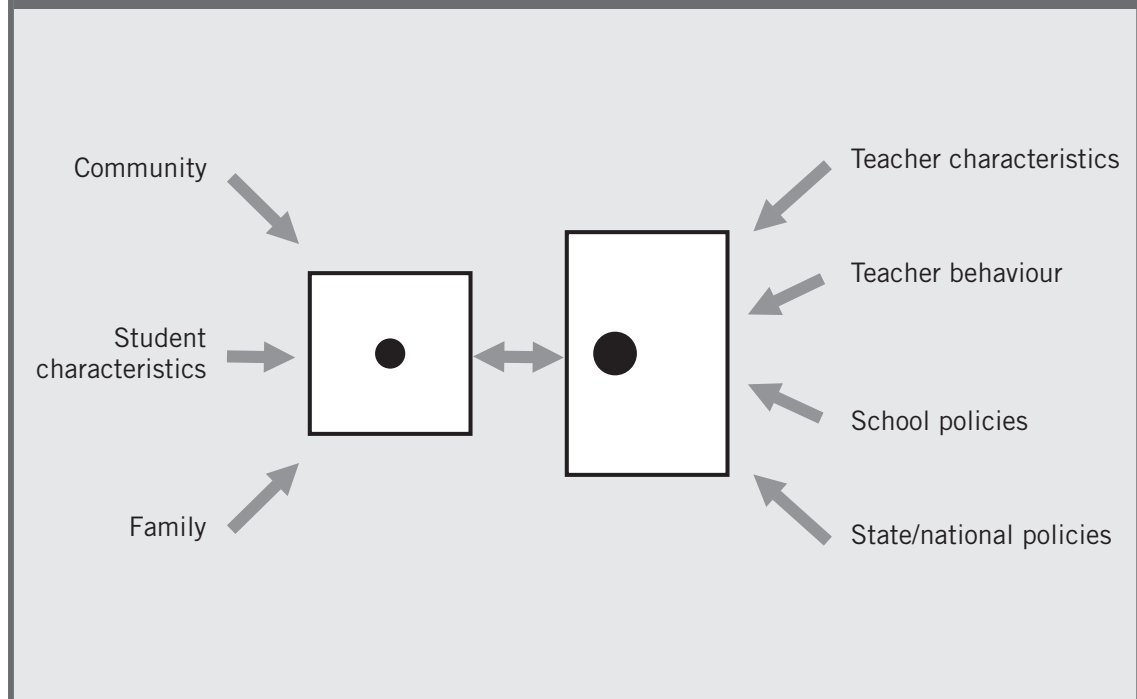
Remind participants that there is a difference between being a student and being a learner – a lack of study skills does NOT mean a lack of learning skills.

Step 4

Explain to the participants that the activities they have been doing so far are all important to the learning experiences of the working child and will impact on their success and retention in the education system. However, the child is also only one part of the equation. Within the classroom, a child's learning will also depend on the interface between themselves and their teachers.

Draw the diagram and headings as outlined in box 20, on the board. Lead participants to list a number of points under each heading relating to both the student and teacher as indicated.

Box 20: The learning process and teacher-student relationships (working child and the teacher)

**Facilitator notes:**

Refer also to the reference section for a completed example of the diagram in box 20. There are also two other models for the teaching/learning process in the reference section for further information.

It is important to remember that “work is an activity that children do. One that shapes their development and in many cases, becomes part of their identity.”*

* M. Woodhead: *Psychosocial impacts of child work (ILO-UNICEF-World Bank, 2004)*.

Step 5

Once this is complete – with key points only – divide the participants into groups and ask them to focus on the interaction between the working child and the teacher in the school, i.e. both within the classroom and outside the classroom. What behaviours might the working child exhibit in the classroom and how might the teacher address these to promote positive learning for the child?

Draw table 9 on the board to guide the groups in their discussions.

Table 9 (example)

Possible working child behaviour in the school	Positive teacher response/behaviour
<ul style="list-style-type: none"> ● tiredness due to work ● ● ● 	<ul style="list-style-type: none"> ● empathy rather than verbal abuse (as well as structuring of lessons, i.e. practical activity-based lessons later in the day) ● ● ●

Step 6

In plenary, go around each group asking for a different “working child behaviour” and the “teacher’s response”.

Write these on the board to build up a profile on possible working child behaviour in the school and a list of positive teacher responses.

Step 7

Give participants Handout No. 7 in the reference section. This provides key details as to how the teacher can support all children in their cognitive, physical, psychosocial and emotional/moral development. This should be read during the participants’ own time as background and further important teaching information.

Unit 3
Reference section

Handouts

- No. 4: Why children work – causes of child labour
- No. 5: Rural and urban case studies
- No. 6: Child development
- No. 7: Ways teachers can support children's holistic development in the classroom

Further session information

Session B

1. HIV/AIDS and child labour
2. HIV/AIDS data for Ghana
3. The impact of HIV/AIDS on teachers and the education sector

Session C

1. Child labour and agriculture
2. Hazardous child labour in cocoa production

Session E

1. Holistic development of the child
2. Psychosocial dimensions of child work
3. Possible impact of work on children's physical, cognitive, psychosocial and emotional/moral development
4. Cocoa farm work and effects on development, growth and well-being of children

Session F

1. The learning process and teacher-student relationships
2. Models of the teaching/learning process
3. The challenges facing working children and the school system

= Handouts and further information for teaching staff
 = Further details and information for trainers or facilitators

HANDOUT No. 4: Why children work – causes of child labour






Poverty is one of the most significant factors forcing children to work. Access and availability of basic resources to meet needs are often not there – health care, sanitation, housing, income-generating schemes, skills training and education. Life therefore becomes a day-to-day struggle for survival, often forcing children to take on family responsibilities, either by helping at home so that parents can go to work or by going out to work themselves to help support the household.

Low productivity tasks are often seen as being suitable for children. In such cases, the less children earn, the more work they will do to provide the basic necessities for living. When a community becomes impoverished, each family may be forced to send children into labour – the labour market can then be flooded leading to even lower pay and more children in the market.

A cycle may start, whereby child labour is seen as the only alternative and again, low income, status and child labour are passed on to the next generation. Where parents have had little education or skills development, children will have limited opportunities for education within the family and education outside the family may or may not be valued.

Where basic household needs are met, decisions about child labour will be based on a calculation of the potential benefits of working as against the potential benefits of attending school, playing or engaging in other activities. The calculation may have different outcomes at different points in the child's development. For example, parents may see value in basic literacy and numeracy and send the child to school while those skills are learned. Later they may calculate that more schooling will not yield significant additional benefits and so the child will be withdrawn from school and put to work.

As children, adolescents and their families make decisions about education, they contemplate the importance of earning extra income now (in the present) against the possibility of gaining greater income in the future through education. The availability and access of education that is relevant and appropriate to acquiring future skills and “income” as well as prospects of future work will also affect the decision.

The key identified causes of child labour	
 Poverty	The most significant factor in forcing children to work is poverty. Where survival is at stake, all the human resources of a family are likely to be committed to earning income.
 Customs and traditions	Children may be expected to follow in their parents' footsteps in a particular trade and therefore may begin to learn/practice the trade at an early age. Some regard education as being less important for girls than boys.
 Availability and quality of education	Adequate school facilities may not exist or the cost of school may be too high. Education may not be seen as relevant to local needs.
 Enforcement of child labour laws	Many countries have endorsed international policies and have national constitutional policies on child labour. However, many countries lack effective labour inspection and monitoring systems and employers are still able to exploit children.
 Demand for child labour	Child labour also depends on supply and demand. Children are often employed because they are easier to manage than adults, less aware of their rights, easily manipulated and often considered as expendable.

HANDOUT No. 5: Rural and urban case studies (examples only)

Examples of RURAL case studies:

1. Augustine is an 8-year-old boy and the eldest of three siblings. He says, “I stay with my grandfather who is old and incapacitated because my parents separated two years ago. I am often taken out of school to work on my grandfather’s cocoa farm which is about 4 km away. I also push trucks by the highway to earn income to support myself to go to school as well as my siblings. At certain times if I am not lucky, I will not get any loads to carry and so there will be no food to eat for that day. My friends jeer at me at school and call me a truck pusher and my teacher beats me every day because I am tired during the lessons”.
2. Abu’s father and mother are divorced and to help support his mother and take care of his other siblings, he works in a stone quarry. Abu is 13 years old and normally leaves the house at 7 a.m. for the quarry with some of his friends who also work there. He carries with him a small amount of gari mixed with sugar as his breakfast and lunch. Abu does not come home until 5.30 in the evening and by then, he is very tired. He earns c.25,000 to c.30,000 as his daily wage for cracking stones. Out of this, he supports his mother and siblings, but this does not give him enough for a school uniform or other basic needs that would allow him or any of his siblings to go to school. Not long ago a small piece of broken stone went into Abu’s eye and as he was unable to see a doctor or eye specialist, he is now blind in one eye. This has added to his frustrations at not being able to go to school and he is often aggressive towards his mother and other siblings as a result.
3. Kofi is a boy of 8 years. He lives with his elderly grandmother due to the death of his parents. His grandmother is very weak and poor and cannot take care of Kofi. This has meant that Kofi has taken up fishing, the only occupation in the village he lives in. Kofi leaves the house at dawn and returns around 10 a.m. to prepare for school. After school, Kofi goes to the market to sell some of the fish and to buy food. On Saturdays and Sundays, he goes to look for firewood and to take care of fishing activities. On many occasions Kofi has to leave school and prepare food for his grandmother. His teacher punishes him for coming to school late and also for leaving school early.
4. Ngu, a 10-year-old boy lives with his widowed aunt in the village. He lost his own father at the age of 6. Ngu has a cousin (his aunt’s son Cher) who is also 10 years old. Every morning by 6 a.m. Ngu goes to work in the banana plantation until 4 p.m. and then returns home to

fetch wood for the family and to prepare food. By 6 p.m., his cousin Cher comes home from school after his evening lesson and it is at this time that Ngu has his first and last meal for the day. At 7:30 p.m. Ngu then goes to the local bar and works as a bar attendant to make more money for his aunt. The money Ngu makes from the plantation and the bar are used to support Cher's education. Ngu has the understanding that he will continue his own education only after Cher goes to college which may be in another five years.

5. Kwamena was 4 years old when his father died. His mother was therefore forced to leave Madina, her home area, as there was no work there and she needed to earn money for the family. Kwamena went to live with his grandmother at Otwebediadia – a cocoa growing village near Suhum. Just before his ninth birthday, Kwamena's mother also died. It was not until some years later that Kwamena learnt that the death of both his parents was due to HIV/AIDS. His grandmother can no longer look after him, so Kwamena has joined his friends on the cocoa farm. Kwamena is now 14 years old and has had no formal education. His main source of income is by assisting people on their cocoa farms – weeding, harvesting, carrying, spraying and drying the cocoa beans. Although Kwamena works hard, he earns very little money, and almost everyone in the community looks down upon him due to the stigma attached to his parent's death.
6. Mensah is 14 years old and a pupil in JSS 2 at Nipankyeremia D/A JSS. He stays with both his parents, but as they are old, he needs to do a lot of work to support the household. Every morning before going to school, he walks 3 km to the farm to work and later to carry foodstuffs back to his home. Mensah is therefore often late for school and as a result is punished by the teacher. He takes two meagre meals a day and sleeps in a poorly ventilated room. Immediately after school Mensah goes back to the farm to weed and to carry firewood back to his home. He usually does not get back home until around 7 p.m. in the evening. He is usually too tired to do his homework and the next day is punished for this.
7. Kwame is 9 years old and is living with a fisherman in Odaho. He was taken there by his uncle after his parents died on the agreement that he would be taken care of and be able to complete his basic education. In return Kwame was to perform basic house duties such as fetching water, washing dishes and sweeping the house for the fisherman. However, this has not been the case. Kwame has to wake up very early in the mornings, go down to the riverside and entangle the fishing nets. He has also been given the task of feeding pigs with any waste food he is able to collect from other households. Kwame's dream to complete his basic education is no longer possible due to his work load and the distance to the nearest school which is over 8 km away.

8. Yaw Ntiamoah is 14 years old and a native of Sefwi Wiawso District and a son of Yaw Barima and Madam Adwoa Ntaa – caretaker farmers for Opanyin Kwame Ntori. Yaw Barima's share of the farm proceeds is not sufficient to support Yaw Ntiamoah, his two siblings and nephews who also live with the family. Because of this, Yaw Ntiamoah dropped out of school and is now engaged in pushing trucks on market days. Sefwi Wiawso is a cocoa growing and timber producing area so there are many big trucks and roads are busy, making work dangerous when pushing and pulling trucks. During the rest of the week, Yaw Ntiamoah also helps his parents on the farm. Here he is often exposed to all forms of farming hazards such as spraying chemicals, cuts from the cutlass and sores, etc.

Examples of URBAN case studies:

1. Akua is a 14-year-old girl who dropped out of school following her parent's deaths. She has two siblings and is responsible for their upkeep. Akua works at the chop bar from 7 a.m. to 6 p.m. She does her house chores and washes her siblings' clothes before she leaves for the chop bar. At the workplace she prepares banku and fries fish. She also serves customers, cleans the dirty bowls and sometimes does her employer's laundry. Akua receives a meal a day and even though she is a casual worker, she does not receive the normal daily wage. She usually gets home very tired and late from her work.
2. Adjoa is 9 years old and is a maid servant who lives with an affluent family in Accra. There are two boys and two girls in this family. Adjoa does all the washing in the household and often starts at 5.30 in the morning and continues until 8:00 in the evening. She eats three meals a day and is given a daily wage of c.5,000. Although she is treated fairly, Adjoa has no access to school or any form of vocational training. She often wishes she was able to go to school so that she could learn to read and write and therefore search for better employment.
3. "I was trafficked from Upper West to Kumasi with the consent of my parents at the age of 10 years and I now stay with a woman as house help. As part of my negotiation, my parents were paid for an initial one-year remuneration. Because my parents had already been paid in advance, I am given food only once a day and am not able to go to the hospital or get treatment when I am sick. I work from morning until evening without a break. I sweep the house, cook, bathe and send the children to school. If I do anything wrong, I am often beaten. One of the boys in the household is 15 years old and he has tried to have sex with me on several occasions". (Adwoa, 12 yrs. old)

4. Patrick is 10 years old and lives with his blind mother and a sister at Asawase, a suburb in Kumasi. Patrick's father died when he was 7 and since then, his attendance at school has become irregular. Patrick wakes up very early in the mornings and leads his blind mother to a particular spot in the market to beg for alms daily. The alms his mother receives are always insufficient for the upkeep of the family, so Patrick joins older boys in pushing trucks in the market. He is given a small amount of money at the end of each day. To supplement this, he is also involved with pickpocketing. The older boys he works with take drugs and they have persuaded Patrick to also use drugs. Patrick consequently finds school life very difficult to cope with and he is always being punished by teachers for bullying his school colleagues and also influencing some of them to take drugs.
5. Amma is 10 years old. Her mother is an invalid due to an accident with a lorry and her father is dead. Amma has two siblings, one aged 5 and one aged 7 years, so she has to care of them as well as her mother. Amma gets up at 5 a.m. every morning to do household chores and to prepare breakfast for the family before she leaves for the market. In order to get some food items to sell, she often climbs onto trucks to get bunches of plantain, banana and other food stuffs, and has to struggle with other older girls and women trying to do the same. Amma is often called "witch" or "thief" by the others in the market and her grandmother who is now living with her, often calls her insults especially when she is unable to bring home sufficient money.
6. Akua is a 10-year-old girl who stays with an aunt in Kumasi. She wakes up early in the morning at 4:30 a.m. to sweep the walled house and to fetch water to fill two barrels. Akua then washes all the dirty clothes of five children in the house, prepares breakfast for them and takes them to school. On no account can she benefit from the breakfast – hers is only gari and sugar kept under her bed. After taking the children to school, Akua comes back to sell all the iced water in the freezer before it is 3 p.m., when she then goes back to the school to collect the children. In the evening time, Akua works to sell ice cream in front of a popular night club in town. She normally closes around 10 p.m., and then goes home to wash all the dishes so they are ready for the next morning.
7. Abena, a girl of 10 years, lives with her aunt at Kaneshie. She lost her parents at the age of 6 and since then, she has been helping her aunt at the Accra railway station to operate a chop bar. Abena stopped going to school due to her work. She rises as early as 3 a.m. to start the preliminary preparation of cutting, peeling and grinding peppers and vegetables. She then spends the whole day at the chop

bar, pounding fufu, washing bowls and selling food to people on the trains. Many passengers chat to her and often make advances. One afternoon she had a particularly bad experience when she was delayed on the train and in her hurry to get off before the train departed the station, she slipped on the steps. The food bowl fell and the plates and money she had earned were run over by the train, broken and lost. Abena herself was also badly bruised and cut in the incident. When she returned to her aunt, she was also beaten as the food was spoiled and she had no money.

8. Akosua is 15 years old and serves as a house-help at Elmina. Her father and mother were divorced when she was 8 years old, and as a result she dropped out of school. As her mother was very sick, Akosua was offered as a house-help to a family. Everyday Akosua starts her household chores at 5 a.m. by sweeping and cleaning the house, fetching water, bathing the master's children and sending them to school. She is given only c.1,000 per day, and from this she also needs to buy food to eat. After her household chores, Akosua goes to the seashore to collect fish, smoke and sell them. She then goes to collect the master's children from school, and then to prepare supper. If she misbehaves in any way, she is denied the c.1,000 a day and is beaten.

HANDOUT No. 6: Child development

Age range	What children do	What children need	What may happen if needs are not met
0-2 years	<p>In the first year of life, infants depend on others for food, warmth, and affection, and therefore must be able to blindly trust the parents (or caregivers) for providing these.</p> <p>Toddlers learn to walk, talk, use toilets, and do things for themselves. Their self-control and self-confidence begin to develop at this stage.</p>	<p>Protection from physical danger, adequate nutrition and health care; motor and sensory as well as language stimulation. Their needs to be met consistently and responsively by the parents, so they develop a secure attachment with the parents, and learn to trust their environment in general.</p> <p>Support in developing, language and thinking skills, developing independence, learning self-control, and for opportunities for play and exploration and play with other children.</p> <p>Encouragement to use their initiative and offer reassurance when s/he makes mistakes. This will develop the child's confidence to cope with future situations that require choice, control, and independence.</p>	<p>Infant may develop mistrust towards people and things in their environment, even towards themselves.</p> <p>If parents are overprotective or disapproving of the child's acts of independence, s/he may begin to feel ashamed of her/his behavior or start doubting their abilities.</p>
2-6 years	<p>Children have newfound power at this stage as they have developed motor skills and become more and more engaged in social interaction with people around them.</p> <p>They now must learn to achieve a balance between eagerness for more adventure and more responsibility, and learning to control impulses and childish fantasies.</p>	<p>Opportunities to make choices, interact with others and learn cooperation.</p> <p>Encouragement and consistency in discipline, so that children learn to accept without guilt, that certain things are not allowed. At the same time they will not feel shame when using their imagination and engaging in make-believe role plays.</p>	<p>Children may develop a sense of guilt and may come to believe that it is wrong to be independent.</p>



Age range	What children do	What children need	What may happen if needs are not met
6-12 years	School is the important event at this stage. Children learn to make things, use tools, and acquire the skills to be a worker and a potential provider. And they do all these while making the transition from the world of home into the world of peers.	Opportunities to engage in problem-solving, practice teamwork, develop a sense of personal competency, practice questioning and observing, and acquire basic life skills. If children can discover pleasure in intellectual stimulation, being productive, seeking success, they will develop a sense of competence.	If not, they will develop a sense of inferiority and detachment. This may result in anger, depression or other negative behaviours.
12-18 years	This is the time when we ask the question “Who am I?” The adolescent needs to integrate the healthy resolution of all earlier conflicts, and answer questions such as: → Did I develop the basic sense of trust? → Do I have a strong sense of independence, competence, and feel in control of my life? This is important as the adolescent moves into adulthood.	If conflicts are solved successfully and they have gained a basic sense of trust, independence and competence, then s/he will have a strong identity, and be ready to plan for the future.	If not, the adolescent will sink into confusion, unable to make decisions and choices, especially about vocation, and direction, and his/her role in life in general.

Source: Development <http://psychology.about.com/library> and <http://web.worldbank.org>

HANDOUT No. 7: Ways teachers can support children's holistic development in the classroom

Area of development	Ways a teacher can positively support learning
Cognitive development	<ul style="list-style-type: none"> → promoting language and numerical skills → facilitating children's understanding of basic concepts → encouraging higher order thinking skills, including critical and philosophical reasoning, decision-making and problem-solving → encouraging and facilitating exploration and experimentation → providing language and mathematical activities, as well as encouraging children to think for themselves and to problem-solve → helping children to understand the basic concepts behind the activities by allowing them to actively participate and to take part in discussions → allowing creativity and imagination to be accepted and encouraged → providing a variety and range of interesting topics, activities, etc. which includes individual, pair and group work → providing activities, discussion etc. which allows for "sequential" thinking and expanding the "scope" of ideas → following instructions
Physical development	<ul style="list-style-type: none"> → providing opportunities and activities to learn about health, hygiene and nutrition → involvement in play and exercise → using small and large muscle movements (gross and fine motor skills) → developing hand-eye co-ordination → using space appropriately → developing fitness, strength and stamina → practicing movements to develop accuracy and efficiency
Psychosocial development	<ul style="list-style-type: none"> → learning the importance and necessity of rules → accepting and taking responsibility for their own actions and correcting mistakes → encouragement and the giving and receiving of help, as well as positive, constructive criticism → learning to accept both winning and losing → learning to share and use resources equally and in harmony → learning to make good decisions and explaining the reasons for them → developing leadership skills as well as group co-operative skills → encouraging gender sensitivity and mutual respect



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Area of development	Ways a teacher can positively support learning
	<ul style="list-style-type: none"> → providing a good role model for students (i.e. in terms of own behaviour, thinking, etc.) → allowing children to try new experiences and opportunities for learning new skills → providing opportunities to work individually, in pairs and in groups – to share ideas and resources, and also to work independently → giving encouragement and praise (when appropriate), and fostering self-confidence within students → allowing opportunities for all children to express themselves and their own views as well as providing opportunities to listen to others points of view (including turn-taking)
Emotional/moral (spiritual) development	<ul style="list-style-type: none"> → acknowledgement of feelings and their value → exploring of own and others feelings in different situations, i.e. through stories, role-play, etc. → finding acceptable ways of expressing feelings → respecting themselves and others, regardless of differences between people such as colour, religion, culture, etc. → developing confidence in their own abilities → learning to concentrate and keep trying → developing positive attitudes to learning → being acknowledged for acts of kindness, thoughtfulness, etc. → experiencing religious traditions, their own and other people's → promoting trust in positive relationships with family members, friends and others → developing/providing opportunities where values can be discussed and shared, as well as ways to actively achieve these: Values such as truth, peace, love, honesty, right action, non-violence, etc. <p>NB: Children draw conclusions from other's behaviour, rather than what people say – the majority of children's development in this area will come from family, relatives, community environment and school.</p>

SESSION B

1. HIV/AIDS and child labour

The impact of HIV/AIDS has greatly exacerbated the problem of child labour. The number of orphans has significantly increased. The box below outlines some key points and statistics.

HIV/AIDS and child labour

- Before the HIV/AIDS pandemic 2% of children in developing countries were orphans.
- In many African countries the figure is now 7% – in some it is more than 10%.
- There are currently 13 million AIDS orphans many living in child-headed households.
- Sub-Saharan Africa is home to 90% of AIDS orphans – 40 million children will be orphaned in the region in the next decade.
- In Zambia it is estimated that HIV/AIDS has added 23-30% to the child labour force.

The links between HIV/AIDS and child labour can be seen in two broad aspects:

- (i) Through their involvement in the labour force, children are at (greater) risk of becoming HIV infected and to suffer from AIDS and related illnesses. Children are susceptible to HIV/AIDS because:
 - once in the workforce, they may find life so insecure that sex for survival becomes an option, i.e. they exchange sex for food, clothing, small amounts of money;
 - girls and boys may be drawn into sex work;
 - children may be exploited due to their vulnerability, i.e. age, gender, etc.; and
 - HIV infected children may be less likely to have access to adequate nutrition, health care and treatment, etc.
- (ii) Children from HIV-affected households are more likely to enter the labour force because families cannot meet their basic needs without contributions from the children. This can mean that children are subjected to exploitation and unsafe conditions and sexual abuse. Such effects can occur under the following conditions:
 - children are withdrawn from school to reduce family expenses and then seek work;
 - children are placed with extended family members and are expected/forced to work; and
 - children run away from family arrangements because of exploitation, neglect, etc., and then have to work.





HIV/AIDS can be seen to compound the problem of child labour as it increases:

- the number of children in the labour force;
- the pressure for children to be earning income instead of going to school;
- demands on services such as health care;
- burdens on community groups who assist caregivers and vulnerable children; and
- the risk that vulnerable children will engage in sex for survival thereby increasing their own risk of HIV infection.

Reducing the impact of HIV/AIDS on children:

Some examples of initiatives and commitments that are working in some countries, include the following:

Zambia

- Rapid assessments (i.e. ILO/IPEC) have offered a means of gathering information quickly and this has a significant impact on public awareness and potential for programme design.
- There is accurate and regular reporting in the media.
- Useful, relevant and easily replicable training materials have been produced to reduce teachers own risk to HIV/AIDS.
- Community leadership has been strengthened (although a stronger emphasis needs to be placed on sustainability).
- Life skills are now part of the school curriculum.
- Support to small scale micro-enterprises and small businesses can offer support (although there is need for strong networks and training).

Tanzania

- HIV/AIDS prevention is part of the curriculum in primary schools.
- Quality of teaching is being reinforced with additional training for school supervisors and teachers.
- A strictly enforced and monitored teacher code of conduct has reduced teacher-student sexual abuse.

South Africa

- Advocacy based on reported data has influenced laws and policies.
- A combined commitment by government and NGOs to collect and use data, has contributed to informed public debate and input into national policies.

Combating HIV/AIDS:

An effective campaign to reduce the vulnerability of children to both HIV/AIDS and exploitative labour will involve a number of dimensions:

- Where possible, increase resources to children and the social and economic environment in which they live.
- Much has been done in ministerial discussions and planning, but now it is time to move beyond these to implementation of plans at all levels – especially community-based.





- Lessons should be learnt from others and where appropriate, replicated – especially community-based models that have been tested against local realities. However, a greater understanding and respect for skills, abilities and limitations of communities and community structures needs to take place. Often the burden on communities has increased, yet adequate systems and mechanisms may not be strong enough (or exist).
- The demand side of sexual exploitation deserves far more attention than it has been given. Girls in particular are subject to sexual coercion and manipulation by men. Increasing of public awareness of the extent and implications of sexual abuse of children in work and non-work situations needs to take place, including discussions on male sexual responsibility.
- Expansion of the school system and improvements in the quality of education need to continue as one of the documented ways that can indeed address issues of poverty.
- Strengthening and fully enforcing anti-discrimination laws and procedures is needed to help reduce the stigma faced by children affected by HIV/AIDS.

School fees:

It is important to note that even after relatively short trial periods, that where “no school fees” are a policy, that this has both kept children in school as well as increased access for those who previously were outside the school system.

Source: Adapted from IPEC: *Combating Child Labour and HIV/AIDS in sub-Saharan Africa* (Geneva, ILO, 2004); and *HIV/AIDS; and Child Labour in sub-Saharan Africa: A Synthesis Report* (Geneva, ILO, 2004).

2. HIV/AIDS data for Ghana

About 90% of the persons infected with HIV are in their most productive years (14-49 years). Therefore, the implications of the HIV/AIDS epidemic on the overall productivity of the Ghanaian labour force and economy are significant.

The following table outlines the number of persons and projected numbers of PLWHAs (Persons living with HIV/AIDS):

1994	118,000
2004	404,000
2010	450,000 (estimated)
2015	500,000 (estimated)

The following table outlines the number of persons and projected numbers of annual AIDS cases.

1994	5,500
2004	36,000
2010	44,000 (estimated)
2015	47,000 (estimated)

The following table outlines the number of persons and projected number of annual AIDS deaths.

1994	4,000
2004	33,000 = 90 persons every day
2010	43,000 (estimated)
2015	46,000 (estimated)

Women and girls affected by HIV/AIDS

In addition to the disproportionate burden of HIV infection on women, the care of persons infected and affected by HIV/AIDS, is primarily the responsibility of women within the family. Such responsibility has a significant and negative impact on the women as individuals and on the family as a whole. For example, at the individual level, girls in the household may be asked to drop out of school to assume care-giving responsibilities for the sick. Women's health may be affected due to heavy physical work of lifting and caring for the patients and/or orphaned children. At the family level, because of women's key role in food production, lost time from agricultural work can have a substantial impact on food security and the overall welfare of the household.





Children/Orphans affected by HIV/AIDS

Children affected by HIV/AIDS include those living with HIV/AIDS, those with a close family member living with HIV/AIDS, and those who have lost one or both parents to the disease. An increase in the number of orphans is one serious consequence of AIDS deaths to men and women in their prime child rearing ages. The estimated number of AIDS orphans (children under the age of 15 who have lost one or both parents to AIDS-related causes) in Ghana will double over the next ten years increasing from 132,000 in 2004 to 291,000 by 2015.

HIV/AIDS-related vulnerability among children is not only apparent among orphaned children, but also those whose parents are alive. In some cases, children especially those from poor or marginalized households, may be at risk of being trafficked and sexually exploited, thereby increasing their risk to HIV infection.

HIV/AIDS strategies must seek to improve care and support for children, reduce stigma and discrimination (i.e. ensure access to educational and safe employment opportunities), provide on-going support to mothers affected by HIV/AIDS, and address the socio-economic factors that make children vulnerable to HIV infection.

The impacts and implications of orphanhood from AIDS-related causes at the family and society level cannot be over-emphasized. At the family level, there is an increased burden and stress to the extended family members who assume responsibility for orphaned children, in some cases resulting in a lack of emotional and physical care and supervision. At the community and national levels, social systems are severely strained by large numbers of orphans needing services such as health care and support to access and stay in school.

The following table outlines the number of AIDS orphans and projected number of annual AIDS orphans.

1994	15,000 approx.
2004	160,000 approx.
2010	240,000 (estimated)
2015	285,000 (estimated)

Source: Ghana Health Service: *NACP Bulletin – Quarterly Technical Bulletin on HIV/AIDS – STIs in Ghana* (Jan. 2005).

3. The impact of HIV/AIDS on teachers and the education sector

HIV/AIDS will affect the quality of teaching and education services, through the following aspects:

- Teachers will be lost through illness, mortality and transfers to other sector.
- AIDS-related illness means educators become increasingly unproductive.
- Death or absence of even a single educator is particularly serious because this affects the education of fifty or more children.
- With high teacher and pupil absenteeism, instructional time is disrupted. Textbooks and teachers' manuals are designed for a full school year of full-class instruction. (Repetition is not the answer, for this merely increases class size, reduces efficiency, and puts girls at risk when older boys join the class).
- Current shortages of educators in critical fields will become more acute. Loss of key individuals in management or senior leadership – planners, principals, inspectors, teacher educators – may compromise quality and efficiency.
- Skilled and experienced staff may be affected most. Concentration of deaths among staff in the 30-39 year age group, just when they have accumulated important experience, means not only loss of their skills but may jeopardise less formal processes of mentoring and skills transfer within the sector.
- Systems will rely increasing on less qualified teachers, as the average age and experience of teachers falls, young teachers with less experience and poorly qualified new recruits whose secondary and teacher education may have been disrupted by the loss of qualified teachers and lecturers.
- HIV/AIDS will impact on the emotional status of educators and young people. Teacher morale is low where impact is high, combined with considerable student and teacher trauma.
- Not all schools will suffer to the same extent. But there will be enough personal and systemic trauma to undermine education quality generally.
- The negative impact of HIV/AIDS supportive policies. Finally, and ironically, policies intended to support children affected by HIV/AIDS such as Malawi and Uganda's introduction of free primary education for all children, have dramatically over stretched the education system and reduced quality of provision.

All this adds up to a school environment characterised by constant change and distress.

Source: Information from Love Life, 2000, Harris and Schubert, 2000, Caillods, 2000 in a presentation taken from a variety of reports by The World Bank, UNICEF, UNAIDS on the monitoring and the impact on education in high prevalence countries in southern and eastern Africa.

SESSION C

1. Child Labour and agriculture

For families involved in agricultural work, it is common for children to begin to spend the day in the fields with their parents. Farm work may demand too much of children – they may work long hours preventing them from attending school. Together with construction and mining, **agriculture is one of the three most dangerous sectors in which to work** in terms of work related deaths, accidents and work-related diseases.

Agricultural work is hazardous for children because:

- Farm machinery and motor vehicles are not designed for operation by children and their use requires training. These are the most common sources of accidents.
- Children are more vulnerable to heat-related illnesses and injuries than adults.
- Cutting tools designed for adults are especially dangerous for children.
- Children are more susceptible to fatigue and stress than adults, putting them at further risk of accidents.
- Children's immature physiological systems make the risks of exposure to pesticides, fertilizers, crop dust, toxic chemicals and exhaust fumes even more acute than for adults.
- Heavy lifting, awkward postures (stooping, kneeling, reaching) and repetitive work can injure and damage growing spines and limbs.
- Children risk injury, illness or even death from biological hazards associated with farm animals, wild animals, reptiles, insects and certain plants, etc.
- Poor housing and sanitation in migrant labour camps in many parts of the world adds an additional health risk for children.

General statistics for agriculture

- Half of the world's labour force is in the agriculture sector.
- Of the 1.3 billion women, men and children who work in agriculture, 450 million work for wages.
- Women account for over half of agricultural labour.
- Seventy percent of the world's working children are involved in agriculture.
- 170,000 agricultural workers die each year in workplace accidents.
- 40,000 agricultural workers die each year from exposure to pesticides.
- The fatal accident rate in agriculture is double that of other industries.

Source: ILO-IPEC: *Facts on child labour in agriculture*.

2. Hazardous child labour in cocoa production

Injuries suffered by children in the course of cocoa farm work:

Injuries	Description
Pricks	This occurs from thorns, sticks and sharp tree stumps coming into contact with various parts of children's bodies. Injuries to the foot are facilitated by the fact that a good number of them go to farm barefoot.
Cuts or lacerations	Occurs from the use of cutlasses/machetes when weeding and when loosely attached "go-to-hell" for plucking cocoa pods fall. They also occur from thorn pricks, falls on sticks and twigs.
Scars on scalp	Following cuts from falling sharp part of the "go to hell".
Neck pain, back bone pain, spinal deformities	These occur as a result of carrying heavy loads or loads with weights beyond the physical capabilities of the child.
Eye injuries	Insects, flies, tree bark and particle from pods fall in eyes.
Exhaustion	From long hours of working, carrying loads and walking over long distances.

Diseases suffered by children as a result of cocoa farm work:

Disease	Explanation
Malaria	Bites from mosquitoes on farms and in poorly protected homes
Typhoid fever	Drinking contaminated water and eating infected food on farm and at home
Diarrhoea	Drinking and eating contaminated water and food from unsafe water sources
Skin rashes	Improper hygiene practices like not bathing regularly, working in damp surroundings, etc.
Anaemia	Little or no attention is given to the nutritional requirements of child labourers. Foods are carbohydrate based with little protein. (This situation was found to be a community wide problem that is not only peculiar to child labourers).
Respiratory problems	Poor housing conditions and use of fuel.





Disease	Explanation
Buruli Ulcer	Improper hygiene practices and filthy surroundings
Tetanus	This occurs with wounds resulting from cuts getting infected when the children are not sent for medical treatment. Some of the children may die in the process.
Water related diseases e.g., guinea worm, bilharzia, diarrhoea	Occurs from drinking/bathing contaminated water from sources like streams, rivers, dug-outs commonly used on the farm.

Besides the specific risks cocoa farming poses to children, there are some other risks child labourers are exposed to:

Risk	Explanation
Violence	Occurs in instances where children are unable to execute a task assigned to them as expected, or refuse to participate in farm work or complain about inadequate remuneration for work done.
Sexual abuse	Especially for girls aged 15 years and above out in the fields with men.
Commercial sex workers (CSW)	CSW's invade cocoa growing areas with the view to taking advantage of the cocoa harvest season. Child workers on cocoa farms are lured by these CSW's resulting in sexually transmitted infections being spread among them.
Indulgence in drugs	Children on cocoa farms in several instances live under the illusion that drugs (like cannabis) have the potential to enhance their capacity to work.
Children caught by traps set for game	Unsuspecting children on cocoa farms fall prey to traps under cocoa and other fruit trees set for game. In the process children suffer injuries to their lower limbs and other parts of their bodies. Tetanus infections can set in. Physical deformities may occur from this.
Deprivation from food and adequate nutrition	Deprivation from food occurs in instances where children are unable to execute tasks assigned to them as expected or refuse to participate in farm work. It was also mentioned that not enough attention is given to the right nutrition of these children. This can lead to malnutrition.





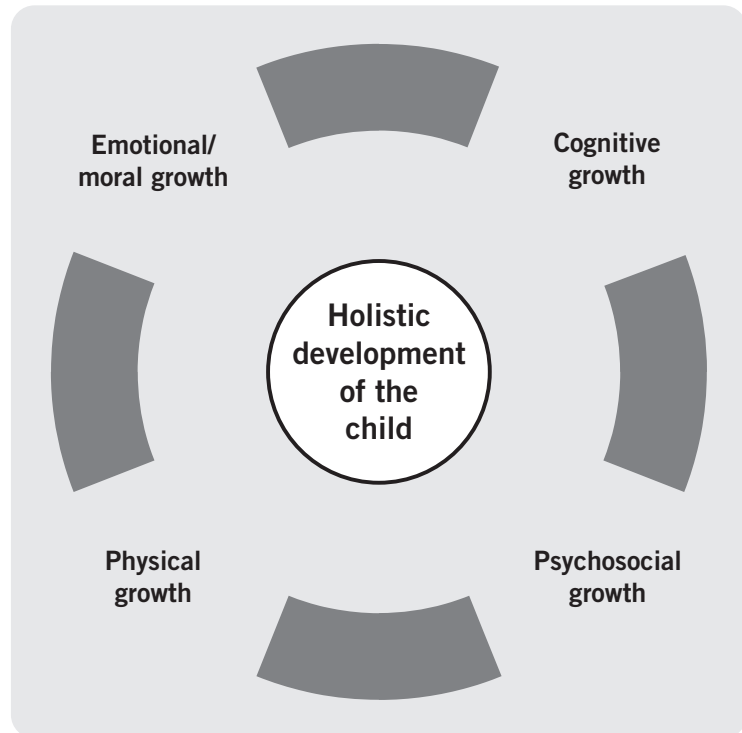
Measures in place to protect children from risks:

Respondents in Ghana indicated that there were virtually no measures in place to protect the children who work on cocoa farms from the risks mentioned above. Some amount of orientation and advice on various activities was however provided to them.

Source: IPEC: *Health and safety risks of children involved in cocoa farming in Ghana, ILO/IPEC West Africa coca agriculture project (WACAP)*, draft report, (Geneva, ILO, 2005).

SESSION E

1. Holistic development of the child



2. Psychosocial dimensions of child work

Influences on well-being	Major positive influences	Major potential hazards (risks)
Secure relationships and consistent settings	Stable environment, predictable routines. Changes occur in a supportive environment.	Breakdown of social networks and emotional bonds. Disruptions to familiar surroundings without supportive relationships.
Activities and guidance	Progressive participation in socially valued activities, skills and responsibilities under sensitive, consistent guidance.	Unstimulating, monotonous activities. Introduction to inappropriate behaviours, ie. crime, drug abuse, exploitation, etc.
Responsible adults	Positive, consistent and considerate treatment. Respect for children.	Negligent, harsh treatment. Emotional abuse, humiliation and discrimination. Physical and sexual abuse.
Peer support and solidarity	Opportunities for positive peer relationships and mutual support.	Isolation from, or rejection by peers. Bullying, violence or stigmatization.
Physical environment	Safe, healthy environment with appropriate balance of work, learning, play and rest.	Adverse working conditions, ie. exposure to accidents, ill health. Exposure to high levels of toxins. Excessive workload.
“Contract” with employers	Appropriately regulated with adequate protections.	Financial and job insecurity. Lack of legal or other protections. Powerlessness to exploitation.
Work and family lives	Expected contributions of children's interests and well-being.	Unreasonable parental expectations or demands. Coercive treatment or collusion with employers.
Other factors affecting the impact of work	Positive opportunities for participation in school and other community settings. Basic economic and social security, political stability and social justice.	Incompatibility of work versus school requirements. Social exclusion or stigmatization, ie. by teachers, authorities or other key community members. Severe poverty, political/social upheaval and social injustice.

Source: Adapted from M. Woodhead: *Psychosocial impacts of child work: a framework for research, monitoring and intervention* (ILO-UNICEF-World Bank, 2004)

3. Possible impact of work on children's physical, cognitive, psychosocial and emotional/moral development

Table 5 (example)

Physical	Cognitive	Psychosocial	Emotional/moral
<ul style="list-style-type: none"> ● poor health ● risk of illness and injury ● malnourished ● stunted growth ● lack of sleep ● physical/sexual abuse ● physical exhaustion ● heavy workload ● increased risk of infection 	<ul style="list-style-type: none"> ● lack of access to education ● mental exhaustion ● low level of creativity ● unstimulating environment ● delayed development or narrow range of cognitive, technical and communication skills 	<ul style="list-style-type: none"> ● limited interaction with others ● not allowed to play ● no sense of belonging ● social exclusion ● lack of stable or supportive relationships ● exposure to inappropriate behaviours, ie. crime, drug abuse, etc. 	<ul style="list-style-type: none"> ● lack of confidence and self-esteem ● unsure of self ● feelings of worthlessness, fear of failure or shame, betrayal, abandonment, etc. ● learned helplessness, apathy ● self harm ● high levels of stress

4. Cocoa farm work and effects on development, growth and future well being of children

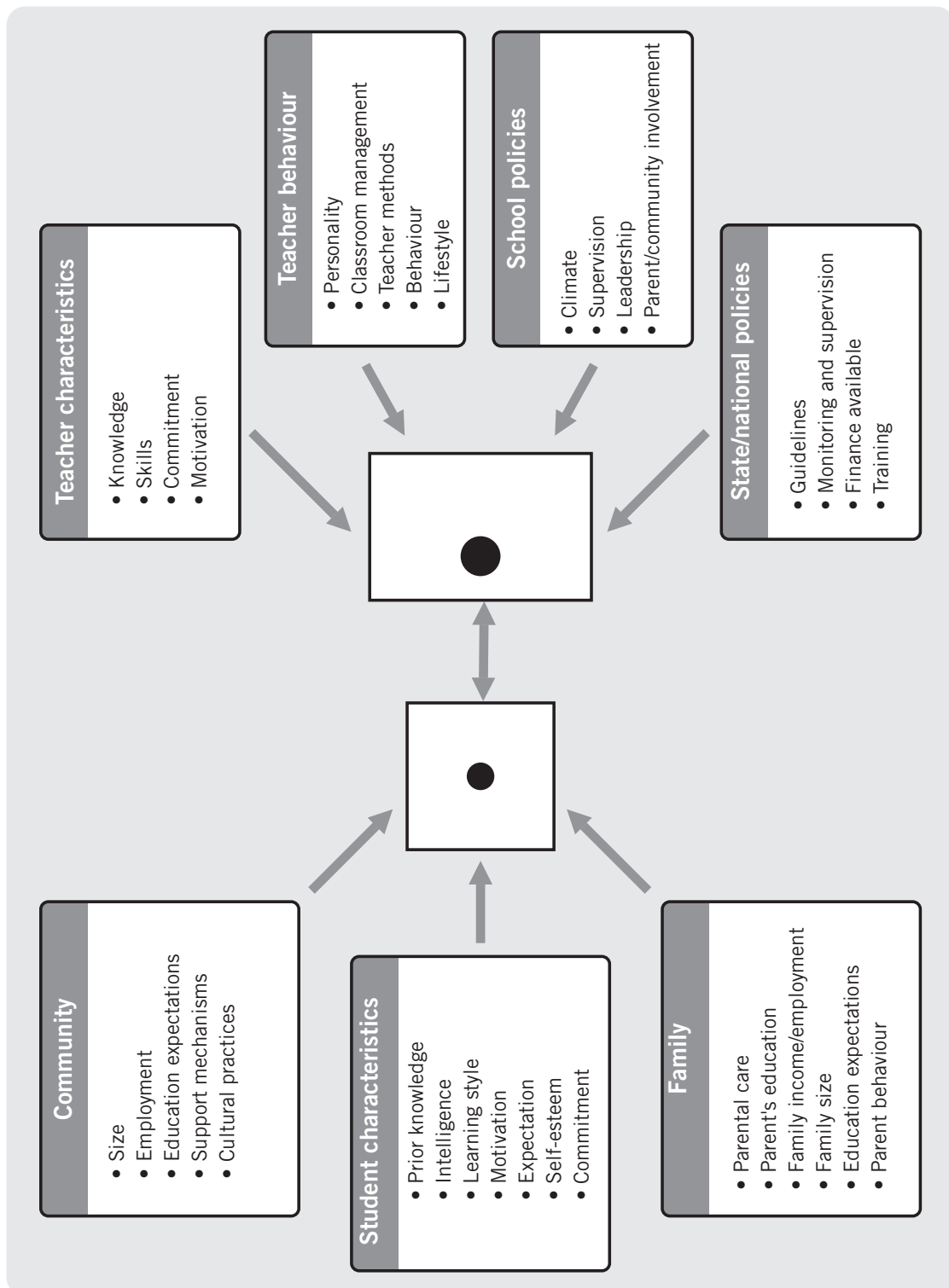
The following table outlines ways that cocoa farm work can impact on the growth and future well-being of children who do farm work (particularly) at a young age.

Effects on children	Explanation
Low intelligent quotient of children	This occurs among these children as a result of poor nutrition. Meals are carbohydrate dominated.
Poor outlook to life	The psychology of not attending school at all and/or through insults children receive from their peers. Perceptions and aspirations in life may remain dominated by traditional farm work.
Poor performance at exams and high school drop out rate	These children loose important lessons at school that affect them during examinations since they have to skip classes to work on the cocoa farms.
Social misfit and deviant behaviour	Deviant behaviour and engaging in social vices is rife among these children. The quest to achieve their dreams in life and the reality that they don't possess what it takes to achieve these dreams often leads to frustration and some may turn to social vices in order to survive. (i.e. armed robbery, fraud, drug pushing, money laundering).
Poor health and physical development	Inadequate attention to food and nutrition is a common feature in communities where these children work. Malnutrition is thus a direct outcome that contributes to their poor health status and physical development – stunted growth is common. Availability and low access to health facilities adds to the woes of the children. Unorthodox sources of health care have been sought in some instances.
Low future employment opportunities, low income earning ability and poor living standards	These children hardly attain ideals of basic education and this affects their chances of acquiring further schooling and skills development. Their chances of employment are thus low and/or they tend to obtain jobs in the low-income brackets. Their standards of living are therefore low – a vicious cycle thus persists for the rest of their lives.
Less emphasis on education	Benefits from farming are rather immediate compared to education which involves many years in school. Once these children are being used on the farms to achieve economic benefits, less emphasis is given to their education.
Physical disabilities and impairment	The injuries and diseases suffered by these children have in some instances led to physical disabilities and impaired growth.
Drug addiction	Small beginnings and trials for the purpose of enhancing working capabilities lead to over indulgence and these children may become drug addicts.

Source: Adapted from IPEC: *Health and safety risks of children involved in cocoa farming in Ghana, ILO/IPEC West Africa coca agriculture project (WACAP), draft report, 2005.*

SESSION F

1. The learning process and teacher – student relationships



2. Models of the teaching/learning process

A further two models of the teaching/learning process are illustrated below. Both essentially focus on the same thing, i.e. that the teaching/learning process is influenced by a number of factors that interact together.

(1) One example is the model below that classifies the reasons into four categories.

A model of the teaching/learning process	
Context	All those factors outside of the classroom that might influence teaching and learning
Input	Those qualities or characteristics of teachers and students that they bring with them to the classroom experience
Classroom processes	Teacher and student behaviours in the classroom as well as some other variables such as classroom climate and teacher–student relationships
Output	Measures of student learning taken apart from the normal instructional process

Source: Adapted from W. Huitt: *A Transactional model of the teaching/learning process*, *Educational Psychology Interactive* (Valdosta, GA, 2003).

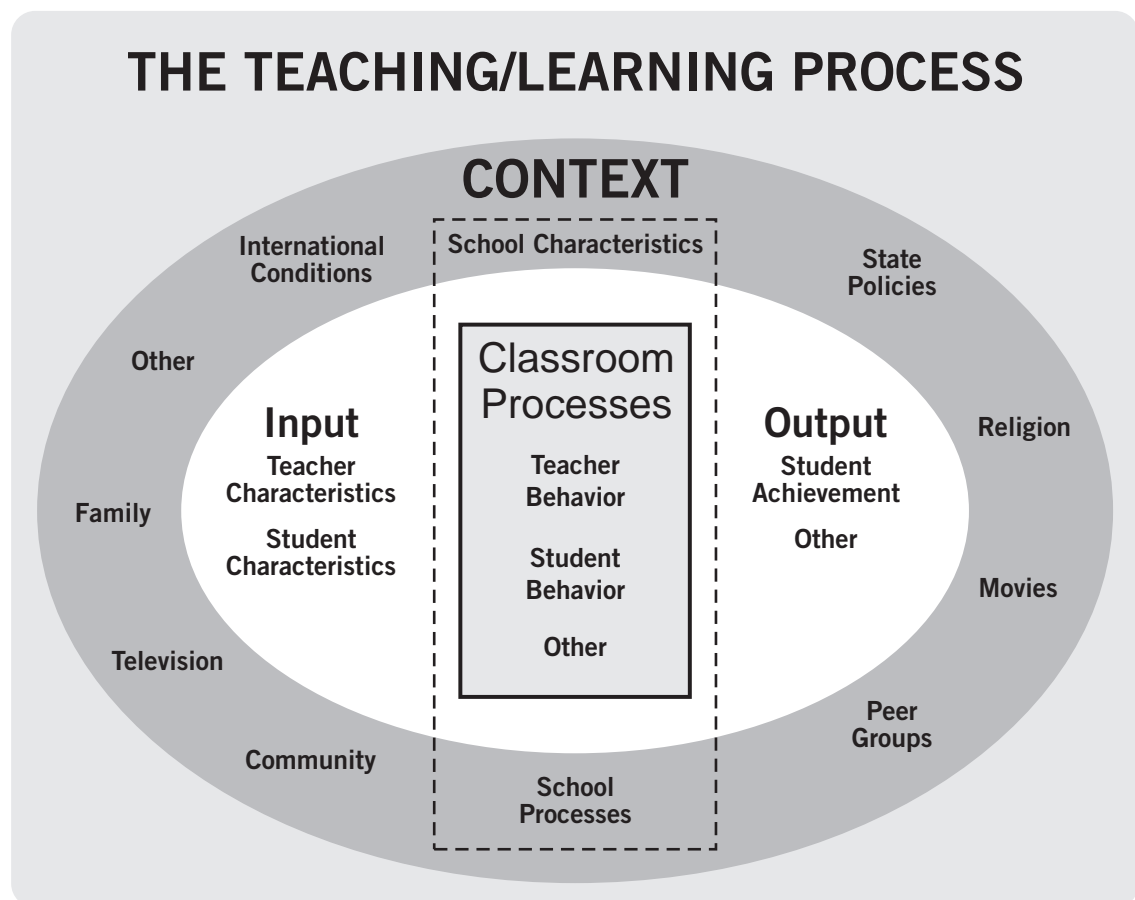
(2) A second example is Huitt’s model of the Teaching Learning Process

Many researchers have tried to put together classroom or school-based models that describe the teaching-learning process. There are many variables associated with learning that need to be considered. One key question to be addressed states Huitt, is: “Why do some students learn more than other students?”

Unfortunately, it is very difficult to answer this question. To assist the process, it helps to also look at these questions as well:

- “How do students learn effectively?”
- “What is happening in this classroom that facilitates learning better than in another classroom?”

Huitt's (1995) model also looks at variables related to **context** and **student and teacher characteristics**. It is an interactive model whereby the school's social climate, student and teacher characteristics, teacher attitudes and stresses, as well as community attitudes and educational policies etc., all **interact** to influence the process of learning for the student. Furthermore, if expectations of learning are high (i.e., the school has good, qualified teachers and a positive environment) and there is high quality instructional input, corrective feedback and good communication among students, parents, and educators, then the intermediate outcomes of student learning and student self-expectation goes up.



Note: Different models offer different linkages and key aspects, however it has been shown that the following link is critical in the learning process for children:

Teachers classroom behaviour → Student behaviour → Measures of student achievement

3. The challenges facing working children and the school system

Working children and schools pose significant challenges for each other. Working children may be used to having a degree of independence. They may appear arrogant and disruptive. They may smoke and have sex earlier than their peers. They are likely to come from already socially excluded groups or from a low status background, etc. Teachers may therefore see such children as “difficult” and with behaviour problems.

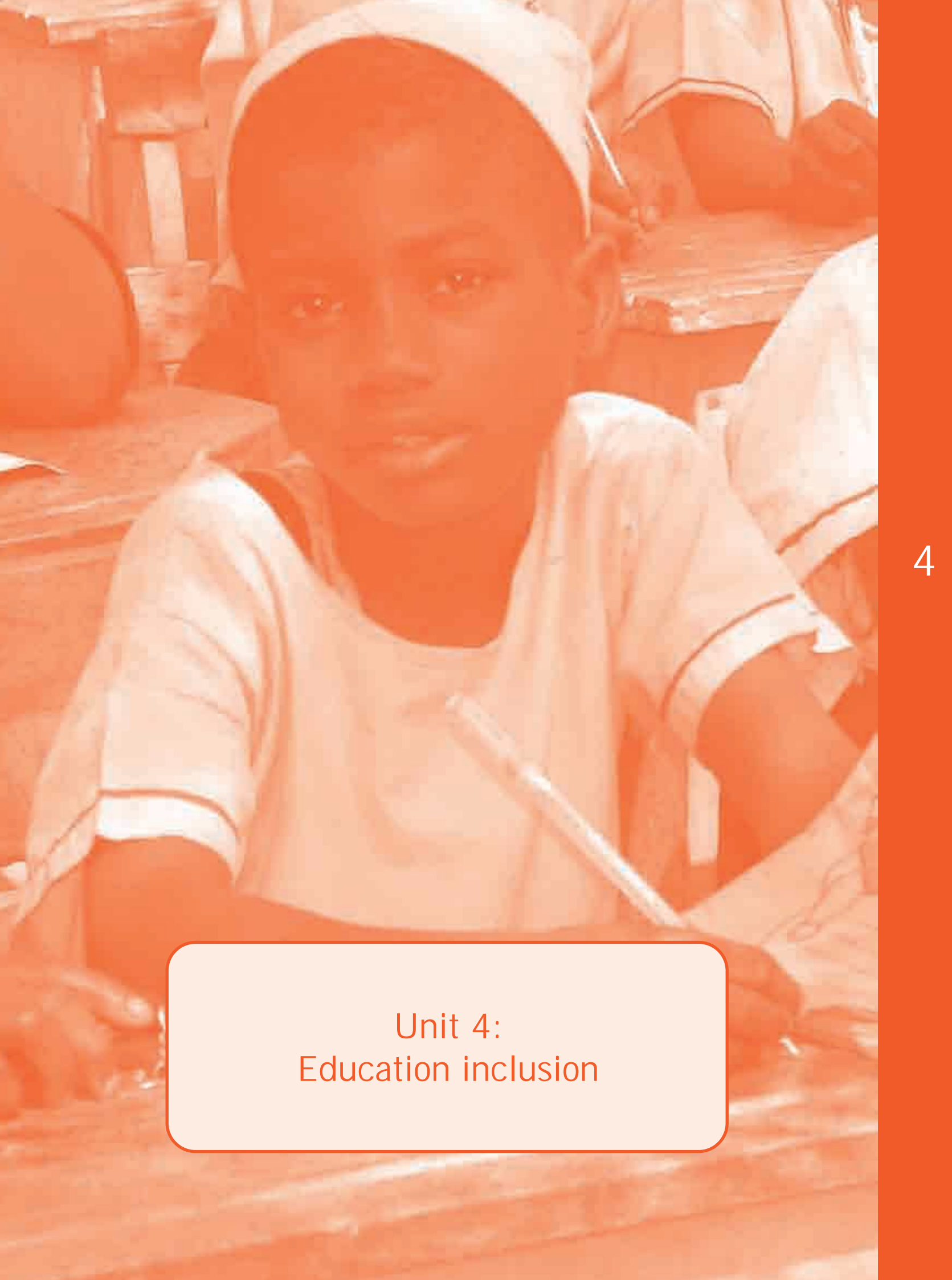
On the other hand, one impact of work on the child may be “learned helplessness”. This is more likely to be the case where the child is exposed to a high level of control by adults who subject them to neglect and abusive treatment, etc. Due to these psychologically disturbing or negative experiences over which the child has no control or means of escape, feelings of anxiety, depression or stress may be present. This may increase passivity as well as a sense of hopelessness and fatalism. Such feelings reduce motivation for learning or for setting and achieving goals. This way of adapting or coping with difficult situations may persist, even in different situations where there is more potential for the child to have control over his/her life or to make choices.

A teacher may therefore see such children as “passive” and unwilling to learn, or of “low intelligence”.

One further challenge, is if children see school as irrelevant or of low quality and therefore drop out and return to labour. Working children are often quick to learn and may be mature beyond their years. However, they may not be good learners in the school system as they have not been used to “normal educational approaches” to learning. Time needs to be taken to teach working children how to learn.

If the goals of Education for All are to be met, the challenge to teachers and schools will be to:

- get working children into the education system;
- retain them long enough to complete a basic education; and
- provide a relevant and appropriate curriculum.



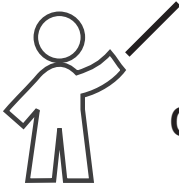
Unit 4:
Education inclusion

Unit 4: Educational inclusion

Contents

■ A: Diversity in the classroom	140
■ B: What is inclusive education?	140
■ C: Overcoming barriers to inclusive education in Ghana.....	143
■ Reference section	145

Unit 4: Educational inclusion



Approximate time = 2 hrs. 30 min.



Objectives

In this unit participants will become more aware of diversity within the classroom and what an inclusive approach to education could look like. Participants will discuss an inclusive education vision as well as identify ways of overcoming barriers to inclusive education.

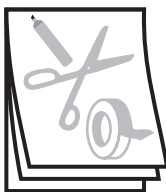
By the end of this unit, participants will be able to:

- discuss what diversity means;
- explain the difference between education integration and inclusion;
- contribute towards a vision of inclusive education; and
- discuss ideas on ways to overcome barriers to inclusive education in Ghana.



Sessions

A: Diversity in the classroom	30 min.
B: What is inclusive education?	1 hr. 15 min.
C: Overcoming barriers to inclusive education in Ghana	45 min.



Materials

- flipcharts
- marker pens
- masking tape

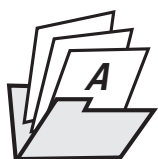


Key messages

- The Dakar Framework underlines the need for all countries to promote an inclusive learning environment within the education system.
- “Inclusion” in education means recognizing and accepting differences among children (and individuals in general) and creating a positive education experience for all children, regardless of their economic circumstances, personal situations, gender, origins, religion or culture.
- Through shared vision, coordination and collaboration, an inclusive education approach can be implemented.
- Barriers to inclusive education can be overcome with good planning and follow up.

Session A: Diversity in the classroom

30 minutes



Step 1

Participants quickly brainstorm the word “diversity”.

Write their responses on the board.



Facilitator notes:

Diversity is a positive understanding of the many differences which exist within society, including differences based on age, gender, wealth, disability, culture, religion, settlement, health status, social and ethnic factors and sexuality.

Step 2

Divide participants into groups and allocate one of the following questions to each of the groups. Write each of these on the board.

Give flipchart and markers to each group to record their ideas.

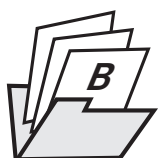
- What do we mean by “diversity in the classroom”?
- Who are the children that make up a classroom?
- What needs do the children in a classroom have?
- Whose responsibility to meet these needs is it?
- How can children learn and be assessed in a diverse classroom?

Step 3

Discuss in plenary.

Session B: What is inclusive education?

1 hr. 15 min.



ACTIVITY (1)

Step 1

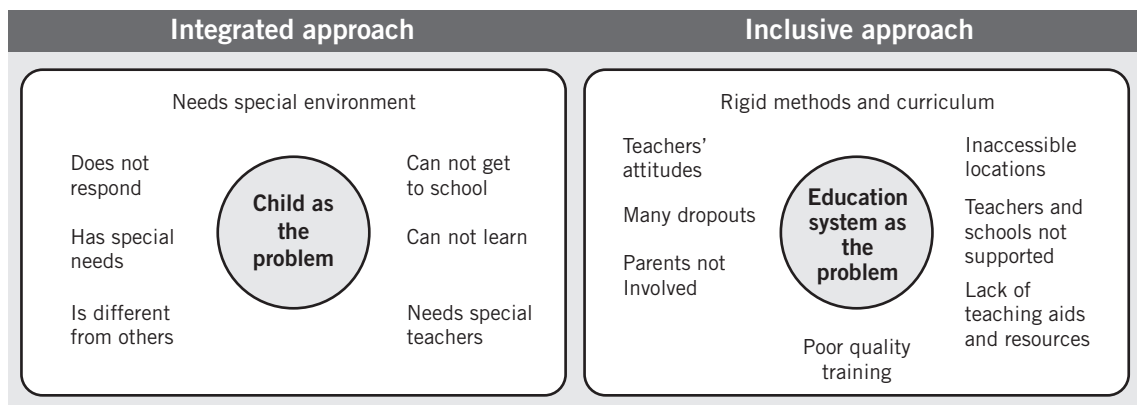
Lead a discussion on integrated and inclusive education with participants by drawing the diagrams in table 10 below on the board, but without the headings (i.e. “integrated” and “inclusive”). Look at the differences in attitudes that people have and the way children are therefore treated.



Facilitator notes:

If participants do not come up with the actual words indicate which diagram represents integrated education and which represents inclusive education.

Table 10



Source: Adapted from "Inclusive Education – making a difference", IDDC Seminar supported by Save the Children.

Step 2

Explain to participants that inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion, including working children. The Salamanca Statement and Framework for Action (UNESCO, Spain, 1994) reaffirm the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights – and renews the pledge made by the world community to ensure the right to education for all, regardless of individual differences.

Box 21 outlines five key points.

Box 21: Inclusive education is an approach that:

- 1. responds to the wide spectrum of learning needs;
- 2. transforms education systems to respond to the diversity of learners;
- 3. allows both teachers and learners to accept diversity and see it as an enrichment to education;
- 4. views diversity as a positive challenge rather than a problem; and
- 5. accepts and values differences.

Step 3

Participants work in groups on “problem trees”.

- Each group takes a “problem” from the inclusive box in Table 10 and writes it in the trunk of the tree (i.e. one of the key aspects listed).
- In the roots, write down the causes of the problem.
- In the branches, write down the effects of the problem.
- In the fruit on the tree, write down some solutions.

Step 4

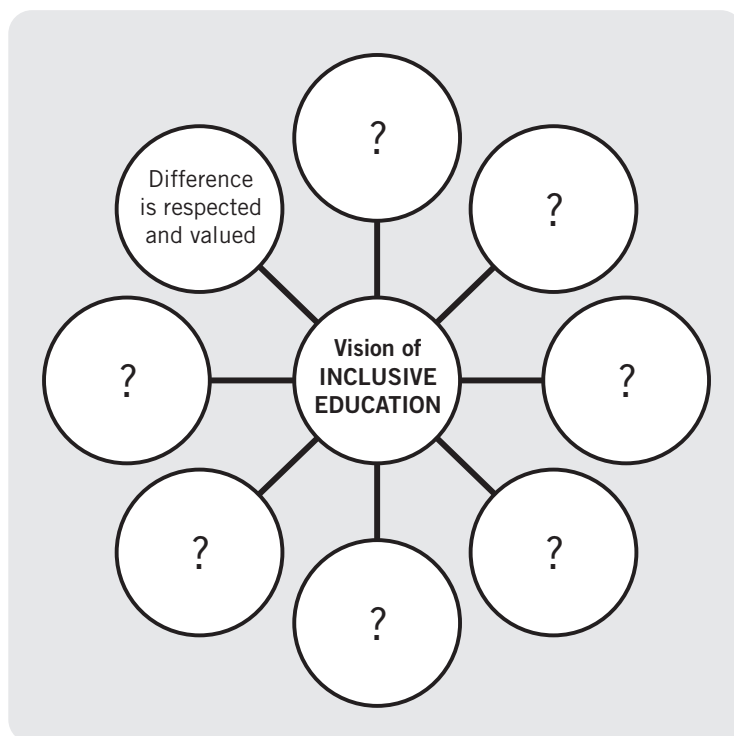
Groups display the problem trees on the walls. Allow participants some time to look at others’ work.

ACTIVITY (2)

Step 1

Divide participants into different groups than in Activity (1). Give them a large piece of paper and ask them to write “Our vision of inclusive education” in a circle in the middle of the paper. Based on the previous activities in this unit, participants put different aspects of inclusive education in a circle that is linked to the vision circle in the centre of the page, as shown in the diagram below.

Outline this diagram on the board to assist participants with this activity.



Step 2

Once this activity has been completed in groups, the charts can be placed next to each other so participants can see other groups' work.

Allow participants to walk around and look at the different groups' diagrams.

Step 3

Work with participants in the whole group to identify the key important aspects of "Inclusive education in the context of Ghana". It is useful to distinguish between aspects that can be achieved very soon – the short-term vision, which should include many things participants feel they can do themselves; and those that will take longer, but should be included.

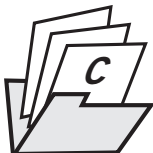
Discuss these and write some key points on the board.

**Facilitator notes:**

There is a vision of inclusive education in the reference section as an example.

Session C: Overcoming barriers to inclusive education in Ghana

45 minutes

**Step 1**

Participants briefly review the activities in this unit – problem trees, vision of inclusive education and diversity in the classroom.

Step 2

As a whole group, list the key barriers to inclusive education in Ghana.

Quickly categorize these into three areas:

1. external constraints outside the education system, e.g. poor living conditions, limited government funding or resources, etc.
2. education system constraints, e.g. curriculum, rigid timetable, untrained teachers, limited PTA involvement, etc.
3. attitudes of key personnel, e.g. teachers and head teachers behaviour, school ethos, etc.

Step 3

Group participants into three groups. Each group focuses on one of the above main areas. Each group prioritizes four key ways to overcome these constraints or barriers to inclusive education: two short-term and two long-term approaches to promote inclusive education.

Step 4

In each of three groups, participants subdivide and then join to form different groups. All participants in the new groups then share their category and their responses: i.e. two individuals from groups 1, 2 and 3 join together to form a new group. Two other individuals from groups 1, 2, and 3 join together to form another group, and so on.

Unit 4
Reference section



Handouts

0

Further session information

Session B

1. Inclusive education
2. A vision of inclusive education (example)

 = Handouts and further information for teaching staff
 = Further details and information for trainers or facilitators

SESSION B

1. Inclusive education

Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. The Salamanca Statement and Framework for Action (UNESCO, 1994) reaffirm the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights. It renews the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all, regardless of individual differences:

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning.
- Every child has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those who have special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.
- Inclusive schools provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Inclusive education promotes the need for a **quality and relevant curricula** – one that is not diverse from the learner’s environment, not gender biased, degrading or unmotivating. Some key elements for curricula that aim at developing more inclusive education are:

- broad common goals defined for all, including knowledge, skills and values to be acquired;
- a flexible structure to respond to the diversity and for the provision of diverse approaches to allow learners opportunities to practice, participate and acquire knowledge, values and skills;
- assessment based on individual progress;
- acknowledgement of cultural, religion and linguistic diversity of learners; and
- appropriate content, knowledge and skills relevant to the learner’s context.





Assessment

The assessment of learners is also of key importance. Children's success in school is often believed to be based on their intellectual aptitude. However, for learners who come from deprived environments, their living conditions may reduce their opportunities and motivation to learn, regardless of their intellectual ability. An **outcomes-based approach to assessment** can be used to support all children in education. This means that the learners' progress is measured against the broad results expected such as general skills, abilities and values, but where the individual's progress and success is evaluated against his/her own achievements rather than in comparison to all other learners. It is a combination based on the children's learning and the teacher's success in using appropriate teaching methods and adapting to the children's learning style and pace of learning.

Source: UNESCO: *Overcoming exclusion through inclusive approaches in education: conceptual paper* (Paris, 2003).

Promoting inclusion and inclusive education

To support working children in an inclusive environment, there is a need for:

- influencing policy, based on human rights and the improvement of education for all children;
- a change in attitudes, i.e. people's concept of working children and/or negative attitudes towards working children;
- identifying positive situations that have worked, learning from these and using positive language;
- wider advocacy and information awareness focusing on teachers, parents, employers, community, policy makers, and other educational personnel;
- basic information sharing to parents, care-givers and communities about their children's abilities, their right to education and to fulfil their potential – including working children, children who need to work because parent(s) died of AIDS (added stigma), or if parent(s) are sick, etc.; and
- participatory follow-up support and systematic monitoring to promote successful inclusion, progress and achievement.

Education for All: Meeting our Collective Commitments, Expanded Commentary on the Dakar Framework for Action, April 2000

“The key challenge is to ensure that the broad vision of Education for All as an **inclusive** concept is reflected in national government and funding agency policies. Education for All . . . must take account of the need of the poor and the most disadvantaged, including **working children**, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs . . .” (para 19)

“. . . in order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly . . . Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners . . .” (para 33)

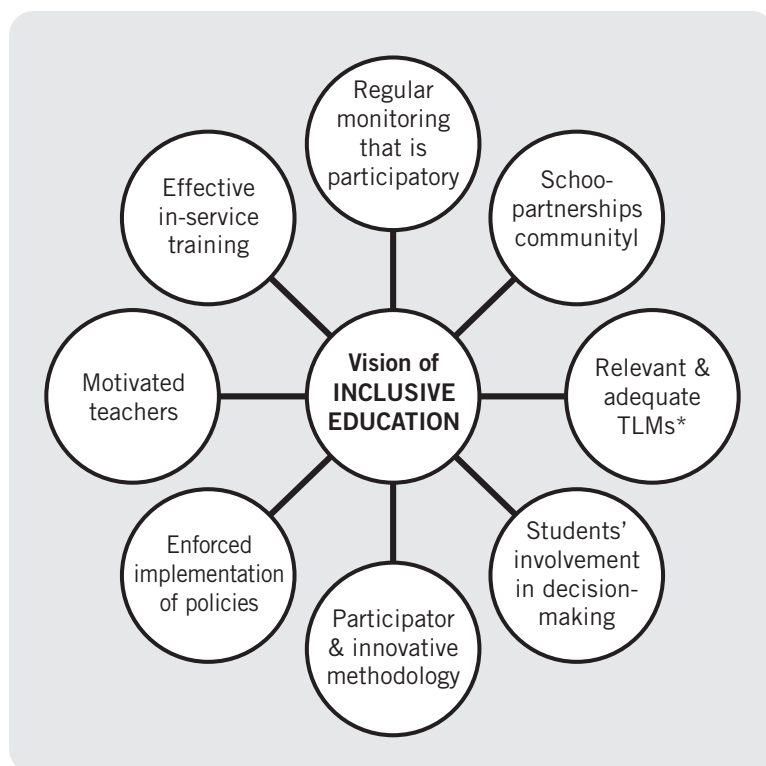


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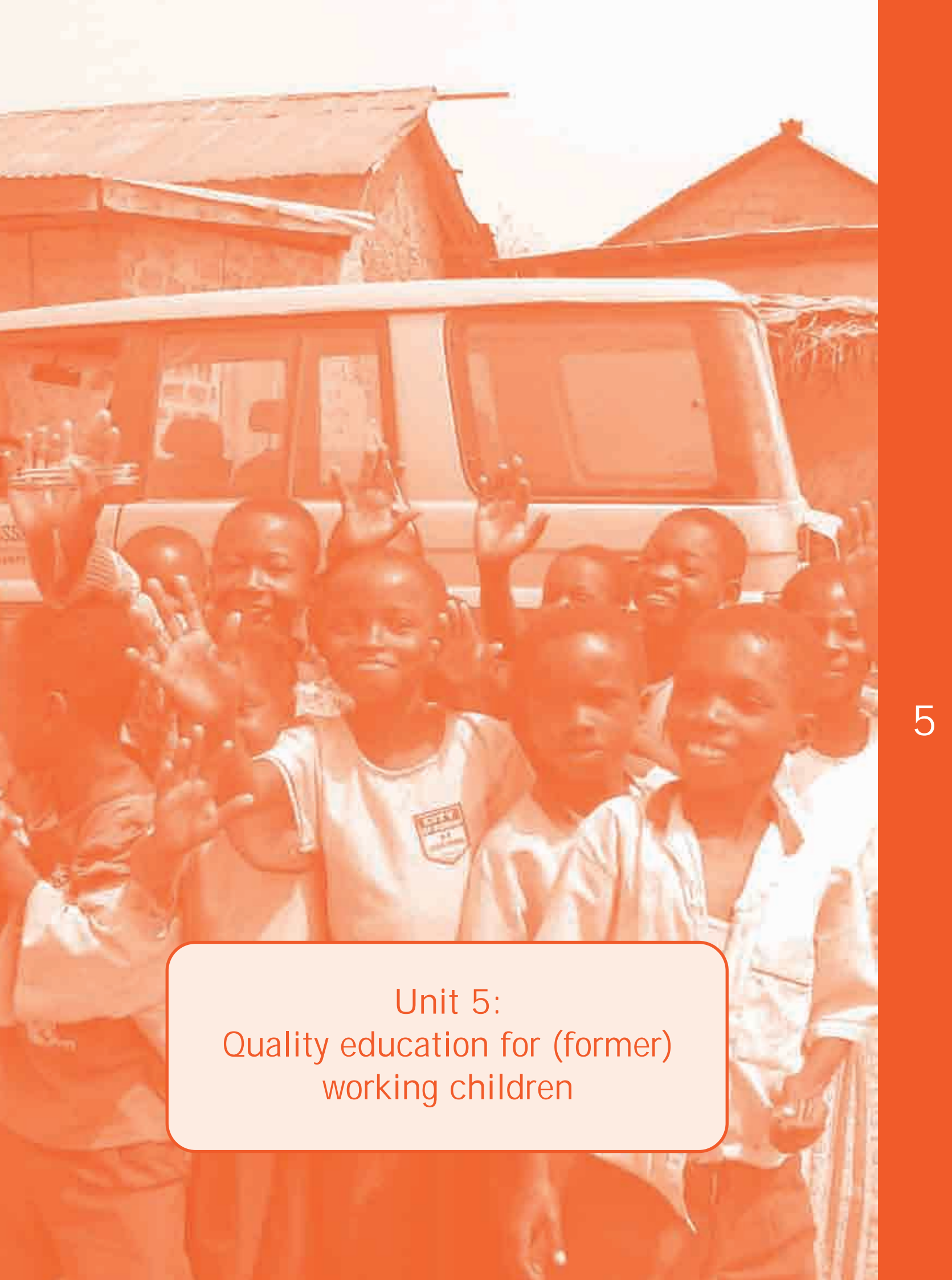
Salamanca Statement, Spain, 1994

“Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.” (Art. 2)

2. A vision of inclusive education (example)



* TLM = Teaching and learning materials



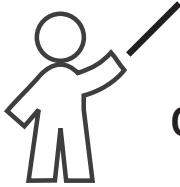
Unit 5:
Quality education for (former)
working children

Unit 5: Quality education for working children

Contents

- A: Special needs of working children154
- B: What is quality education?.....156
- C: Reasons why children drop out of school to work157
- Reference section161

Unit 5: Quality education for working children



Approximate time = 1 day (flexible)



Objectives

In this unit participants will be directly involved with working children, in learning from them and finding out about their experiences, challenges and future aspirations. Participants will also become more familiar with the relationship between the quality of education and the increased enrolment, retention and academic success of former child labourers, at-risk children or children who combine work and school. Participants will focus on the specific needs these children and ways teachers and schools can successfully integrate them in the classroom. The issues of dropout and motivation of learners will be discussed throughout.

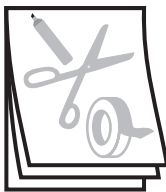
By the end of this unit, participants will be able to:

- discuss the relationship between school quality and the enrolment and retention of the children;
- identify educational needs and aspirations of the children;
- state some of the reasons children drop out of school; and
- suggest ways of retaining children in school.



Sessions

A: Educational needs of child labourers	1 day (minimum)
B: What is quality education?	40 minutes
C: Reasons why children drop out of school to work	15 minutes



Materials

- flipcharts
- marker pens
- masking tape

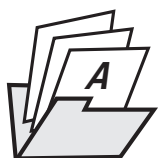


Key messages

- Child labourers are entitled to quality education that meets their needs and addresses their multiple disadvantages as learners.
- Quality education is one that fosters the ability of children to acquire knowledge and critical learning skills relevant to their needs.
- Barriers to education usually involve accessibility, affordability, quality and relevance.
- Priority needs to be given to creating child-centred classrooms and teaching that fosters learning improvement.
- Quality education also means good learning materials that are well used by teachers; safe, healthy infrastructures; professional, motivated teachers; and well-organised, well-managed schools.

Session A: **Special needs of working children**

1 day (minimum)



In this Session, participants will be meeting with, discussing issues and listening to children who work or have worked. Arrangements and agreements to meet with children who work need to have been made prior to this first initial meeting.

Participants will be involved in three key activities:

1. initial briefing and preparation session
2. time with children
3. feedback session



Facilitator notes:

Alternatively, this session could be set up either prior to the workshop or on the first day, so that participants spend some time either prior to, or during the workshop period, with children who work and have the chance to interact with them in their own environment and (if possible) over a series of days.

1. Initial briefing and preparation session

Before meeting and spending some time with children, bring participants together for a brief session. Ask participants to work in pairs and to list some of the things they already know about the lives of working children. Share some of these points in a larger plenary session.

As a whole group, brainstorm on “the things we would like to know more about from children who work”. Write these responses on the board.

Ask participants to work in groups of four – with two of the above pairs working together. Ask participants to think about the types of things they would like to know more about and make a list of these.

**Facilitator notes:**

The questions should focus on increasing participants' understanding of children's viewpoints, why they work and what they think about education, etc. The questions should be open-ended (i.e. more than a yes/no response will be required). The questions should aim to understand the children's viewpoints, i.e. "put yourself in the child's shoes and try and take his/her perspective".

Again, bring everyone together and briefly discuss ways of working with the children in an informal friendly manner, one that is not intimidating, yet also provides a forum for finding out more about child labour and children who work.

2. Time with children

Meet with children in their workplace and/or home setting. Initially this should be informal allow enough time to attain a certain level of confidence between the children and participants.

3. Feedback session

Participants meet back together as a group after their discussions with children.

Write the following questions on the board and ask all participants to think about their time spent with the children and their responses. Refer to the questions outlined in box 22.

Lead a discussion on this.

Box 22: Questions to discuss

- What did you learn from the children?
- What things surprised or interested you when you were talking with the children?
- Did they give the responses you expected – if yes, why? If no, why not?
- How did you personally react to the children?
- What things can you as an individual do to help meet these children's needs (and others like them)?

Session B: What is quality education?

40 minutes



Step 1

Participants brainstorm the term “quality”.

Write responses on the board and at the same time categorize the participants’ suggestions in relation to:

- the learning environment;
- the learning facilitators;
- learners themselves;
- content;
- processes; and
- achievements.

Step 2

In groups, participants discuss and write down an agreed upon definition of “quality education” on flipchart. These are then displayed on the wall.

Step 3

A speaker from each group states their definition and also briefly describes the issues the group had in trying to reach an agreed-upon definition.

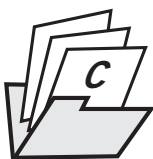


Facilitator notes:

Often it is difficult for people to agree upon “quality” because it is viewed from particular individual or group perspective, i.e. depending on if you are a learner, a teacher, a supervisor, a monitor, a parent, etc.

Session C: Reasons why children drop out of school to work

15 minutes

**Step 1**

Explain that primary education is one of the most effective instruments for the elimination of child labour. Education can help to break the vicious cycle of poverty by giving disadvantaged children the skills, knowledge and problem-solving capacity they will need to improve their chances of obtaining decent work as adults. As educated adults they will understand the importance of education and in turn pass this on to their own children.

In order to more closely bind the objectives of eliminating child labour and extending the benefits of primary education to all children, educational planners need to focus on several issues.

These include:

- educational planning to prevent drop out;
- identification of current and potential child labourers in schools;
- setting priorities in the provision of education to child labourers; and
- educational rehabilitation activities to retain ex-working girls and boys in the school system.

Unfortunately, in many countries, even if international conventions concerning children's welfare have been ratified, there are vast numbers of children whose schooling experience ends well before attaining the age of 14.

Step 2

Ask participants to focus on children who work and who are in school. Ask the question: What can the education system do to ensure that children leave work and become full-time students?

**Facilitator notes:**

Direct participants towards the children's other work pressures: lack of family and also school support, etc. Box 23 lists some of the barriers to education for children.

Box 23: Barriers to education

Accessibility:

- physical and social distance from school (i.e. restricted freedom of movement for girls)
- burden of school studies on children who work
- late arrival to class because of work
- discrimination, i.e., based on gender, race, ethnicity, religion, class, HIV/AIDS, etc.
- lack of parental or community support

Affordability:

- uniforms, textbooks, etc.
- loss of wage/income for family, ie. child works to contribute to household economy

Quality:

- lack or limited facilities and systems to support children in school
- unsatisfactory conditions for teachers
- low status of teachers
- lack of or limited teaching aids, materials, etc.
- limited teacher training and support to teachers
- teacher behaviour

Relevance:

- curriculum inappropriate to local needs, values and aspirations of children (especially those at risk)
- curriculum inadequate to prepare students to gain skilled employment

*Helping these children **to stay at school and succeed in their studies** is therefore of crucial importance.*

Step 3

Ask participants to briefly suggest some ways of supporting children in the education system to ensure that they stay in school and do not return to work.

Refer to box 24 for some examples.

Box 24: Some ideas for supporting working children in school

- Scholarships (to support educational needs/requirements)
- Community support to individuals and/or groups (ie. PTA/SMC)
- Peer relationship building and peer teaching
- Community and/or teacher role models (including developing close relationships)
- Flexible schooling hours (and/or days)
- Income generation or micro-finance activities to assist needy families/groups
- Visits, guidance and counselling by social welfare/educational personnel

Unit 5
Reference section



Handouts

0

Further session information

Session B

1. Quality education
2. National education plans and quality

 = Handouts and further information for teaching staff
 = Further details and information for trainers or facilitators

SESSION B

1. Quality education

Through the Dakar Goals, Education for All (EFA) addresses several key mechanisms which, while not focussed specifically on child labour, will have a very significant impact on efforts to eliminate child labour. The most relevant goals are:

1. Expand early childhood care and education
2. Free compulsory education of good quality by 2015
3. Promote the acquisition of life-skills by adolescents and youth
4. Enhanced educational quality

EFA has encouraged attempts to define educational quality and to find ways to encourage national education policies which will foster quality.

In the past, quality was often judged by measuring financial and other inputs. Increasingly, however, the term relates to educational outputs. It is seen as a dynamic concept, as education faces new challenges, the concept of quality develops. The EFA 2005 Monitoring Report identifies the following principles that can define quality:

- **Relevance** to the modern world and to social interaction and one that values dimensions of learning
- Greater **equity** of access and outcome
- The observance of **individual rights**

Quality therefore, relates to the relevance of what is being taught and how well it fits present and future needs of its learners, given their particular context and prospects. It helps prepare individuals for their future – in their private lives, their communities and the wider international sphere. Quality also refers to the education system itself – to the nature of its inputs (teachers, students, resources, facilities, equipment), its objectives, curriculum and educational technology, and its socio-economic, cultural and political environment.

A quality education system is one that succeeds in meeting its own goals; one that is relevant to the needs of children, communities and society; and one that fosters the ability of children to acquire knowledge and critical learning skills.

Quality is not the only factor keeping children out of school, but when effective learning is not taking place in schools, parents are more likely to withdraw children from school early or not to send them at all. Children themselves may also drop-out and return to child labour as a perceived (better) alternative than education. Improving quality is therefore essential to achieving the 2015 goal of universal access to and completion of primary education.

One way of viewing quality is to look at six dimensions as outlined in the following table.





Six dimensions of quality		
1	Learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities.	<p><i>Learners</i></p> <ul style="list-style-type: none"> ➔ Improving quality depends on improving children's experience in school ➔ Good quality early childhood provision within families and communities can dramatically improve children's readiness for primary school ➔ Children learn faster where they are able to practice their new skills outside school
2	Environments that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities.	<p><i>Environments</i></p> <ul style="list-style-type: none"> ➔ Safe and protective environments require strategies to root out abuse by teachers and bullying between children, with a particular focus on girls' security. ➔ Little learning can occur in class sizes greater than 30 to 40. Beyond this, it becomes impossible for teachers to engage with children as individuals. And large classes encourage gender inequity ➔ Adequate facilities – structure, toilets for girls and boys, water points, books and other materials. ➔ Corporal punishment and other harsh or laborious forms of punishment have no place within a protective school environment. ➔ Schools need to be made accessible for children with disabilities.
3	Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.	<p><i>Content</i></p> <ul style="list-style-type: none"> ➔ Curriculum and materials need to be more responsive to children's diverse needs and to respond to local issues and local culture.
4	Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools, and skilful assessment to facilitate learning and reduce disparities.	<p><i>Learning/teaching processes</i></p> <ul style="list-style-type: none"> ➔ Central to children having a good school experience is the relationship between teachers and children. Improving this often requires changes in approaches to teaching, hence more effective teacher training and ongoing support to teachers beyond in-service training. ➔ Investing in more and better training and support for teachers and improving their conditions of employment, is a fundamental prerequisite for improving quality. ➔ Education cannot be considered quality education if it is meeting only the needs of a particular group(s) of children.



▶▶		<ul style="list-style-type: none"> → The delivery of adequate hours of instruction needs to be enforced in all schools. → Greater flexibility in timetabling and scheduling will enable working children to attend more consistently. → Children need to be taught in a language they understand. This needs to be balanced by giving them a chance to learn the languages that give greater access to power and work opportunities. → Teaching must work towards enabling children to think creatively for themselves. → The process of testing children must enable them to learn from their results. <p><i>School management processes</i></p> <ul style="list-style-type: none"> → Education systems need to strengthen the ability to solve problems at local level. → Teachers, inspectors and management authorities need to be sensitised to the benefits of responding to children’s needs and supported in ways to make it work in practice.
5	<p>Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.</p>	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> → Quality in the eyes of parents is visible progress: seeing that their children can actually read, write and count. → A child’s own experience and perception of how far education improves the quality of his/her life → A good quality school may have many children facing extreme deprivations who require longer to reach a given level of literacy, but the quality is reflected in considerable learning progress from a low starting point: this is an important outcome to be monitored.
6	<p>Responsiveness to the diverse needs of children, and accountability to parents, communities and taxpayers for education outcomes, must be emphasised across all five dimensions of quality.</p>	
<p>Source: Adapted from UNICEF: <i>Quality Education Consultation</i> (New York, Oct. 2000).</p>		

2. National education plans and quality

It is essential for governments to bring together all education partners within the planning process to agree which **quality interventions** are possible and appropriate priorities for a country. The Global Campaign for Education suggests the following.

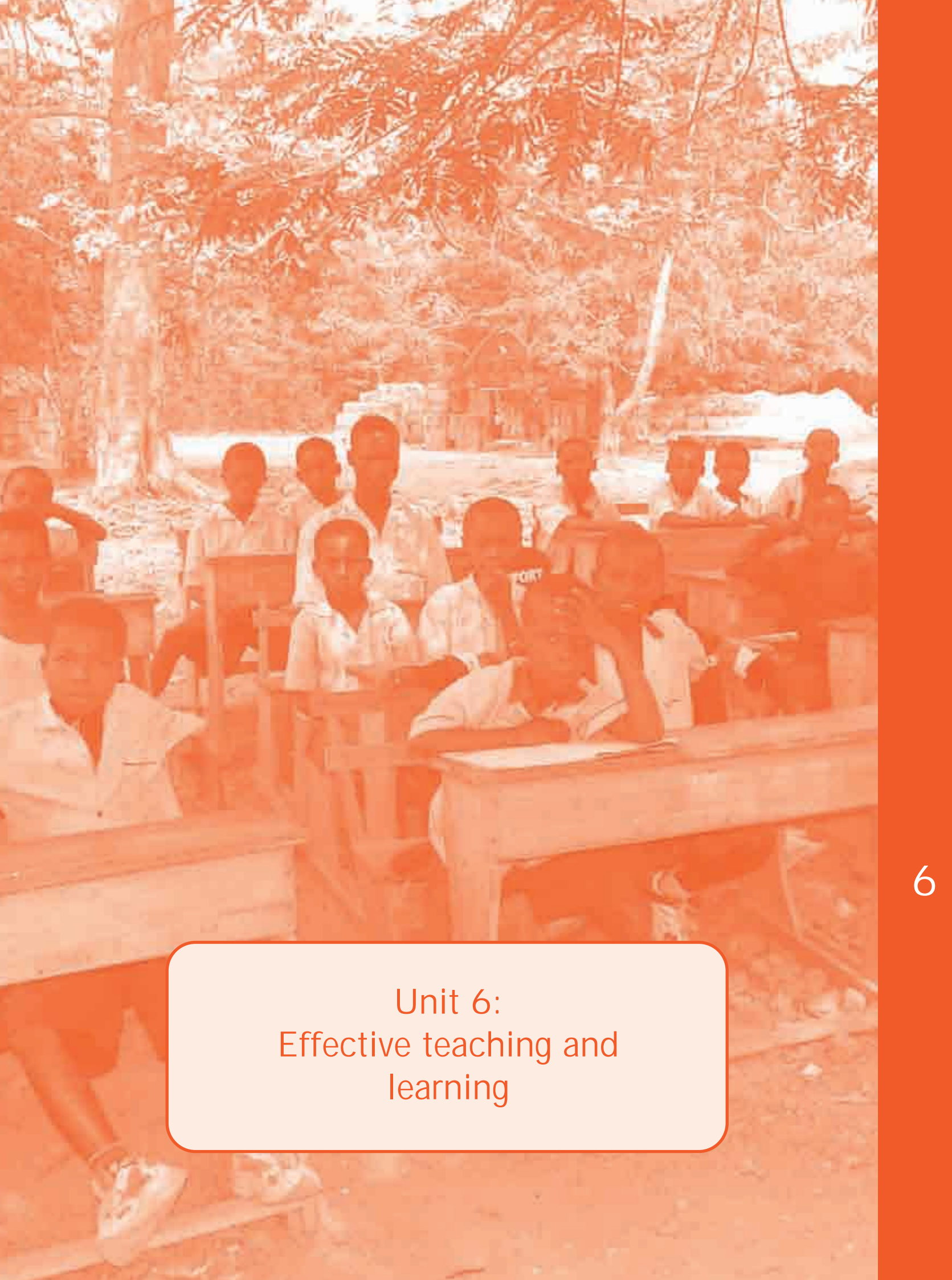
Objectives that are likely to strengthen any national education plan:

- Ensure that every classroom has a trained teacher who turns up every day to teach.
- Ensure that every classroom has an adequate supply of books and learning materials.
- Agree a ceiling for class sizes and ensure that the budget prioritizes teacher recruitment to meet this target in all schools.
- Invest in teacher training and support teachers to broaden their teaching approaches based on the active involvement of children – both boys and girls.
- Support local officials to make schools more responsive to local needs and more accountable to parents and communities.
- Put communities and children at the heart of processes to monitor the effectiveness of education.
- Make schools safe and ensure they are seen to be safe.
- Include issues of citizenship, values, tolerance and life-skills in the curriculum.
- Ensure that children are taught in a language they understand, using the mother tongue in the early years of school.
- Support appropriate, good quality early years provision, focusing on particularly disadvantaged groups of young children.

Source: Global Campaign for Education: *Briefing Paper*, 2002.

Monitoring quality

Schools and communities play an important role in monitoring education quality. There is a need for a decentralized approach, drawing on communities' ability to monitor quality and supporting local analysis and action to improve quality. Communities are also best placed to assess the impact of quality improvements over the longer term – on (adult) employment prospects and on broader aspects of community life for children. Monitoring can provide vital information on quality improvements for national planners to compare with national-level indicators.



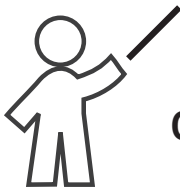
Unit 6:
Effective teaching and
learning

Unit 6: Effective teaching and learning

Contents

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Unit 6: Effective teaching and learning



Approximate time = 7 hrs. 50 min.



Objectives

In this unit participants will gain a better understanding of how the education system can support working children to gain access to and remain in school. Teachers and other educational personnel will acquire experience in the different skills, learner-centred approaches and classroom management that can support children's diversity in the classroom and enhance inclusive education for all children, especially those children involved in or at risk for child labour. Discussions will also focus on effective teaching and ways to motivate children in the classroom.

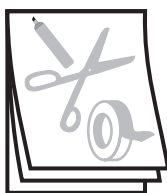
By the end of the unit participants will be able to:

- identify the characteristics of an effective teacher;
- discuss different teaching methods and approaches appropriate to working children;
- explain different learning processes;
- discuss positive classroom management; and
- discuss ideas and experiences on motivating children to learn.



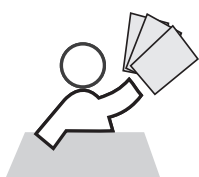
Sessions

A: Characteristics of an effective teacher	1 hr. 20 min.
B: The learning process	2 hrs.
C: Learner-centred approaches and teacher methodology	1 hr. 20 min.
D: Example activities using a learner-centred approach	40 min.
E: Classroom management/practice	1 hr.
F: Motivating children to learn	1 hr. 30 min.



Materials

- flipcharts
- marker pens
- masking tape



Handouts

No. 8: Learning styles

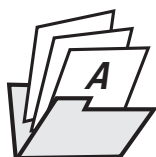


Key messages

- An effective teacher is someone who respects all children, accepts their differences, listens to them and supports them to become better learners and problem-solvers.
- Children (and adults) have different learning styles, and these need to be supported in the classroom.
- A learner-centred approach is active, interactive and reflective. It involves participation by the learner and guidance from the teacher.
- Classroom management involves social and physical aspects and is essential in promoting positive learning experiences for children.
- A teacher is an essential role model and key person able to support positive motivation and learning.

Session A: Characteristics of an effective teacher

1 hr. 20 min.



Step 1

Ask participants what **word** describes an effective teacher?

Quickly write down participants' responses.

Step 2

Ask participants to discuss the characteristics of an effective teacher. To do this, divide participants into six groups and allocate one of the following questions to each group. Groups should quickly write down some reasons (in brief bullet points).

- How does s/he behave?
- What does s/he know?
- How does s/he treat children and others?
- What training and support does s/he have?
- What does s/he look like?
- How does s/he know s/he is a good teacher?

Step 3

While groups are discussing, draw the table outlined in table 11 below on the board. When the groups finish (give them a time limit), ask a group leader to write down their groups responses clearly in their respective column on the board.

Table 11

How does s/he behave?	What does s/he know?	How does s/he treat children and others?	What training/support does s/he have?	What does s/he look like?	How does s/he know s/he is a good teacher?

Step 4

Ask the following questions in plenary and take brief responses from participants:

- Do you know teachers like this?
- Why do you think they were able to become good teachers?
- Do you know teachers who are not like this?
- What support do these teachers need so they can become more effective teachers and help children to learn?

**Facilitator notes:**

*Explain that an effective teacher is one whose manner and attitude respects all children, who listens to them and helps them to become problem-solvers and share their good ideas. **“How you teach is just as important as what you teach”**. A teacher's attitude is just as important as the activities they do with children. An effective teacher is also someone who knows and understands some key principles of how children learn and also how to use different approaches to teaching to help all children learn.*

Refer to box 25 for further points on effective teaching.

Box 25: Effective teaching

Five basic criteria for effective teaching

1. Plan and present material in a logical sequence.
2. Pace the course to the pupil's level and take into account individual differences.
3. Provide opportunities to practise and apply what has been learnt.
4. Let pupils know what is expected of them (make sure these are realistic and appropriate).
5. Monitor and evaluate pupil achievement in a way that allows pupils to learn from their own mistakes.

An effective teacher is also one who:

- is clear in instruction and voice;
- is enthusiastic and task-oriented;
- writes clearly;
- using a variety of approaches and strategies;
- allows pupils to learn at their own pace and encourages success;
- makes constructive comments/suggestions;
- is appreciative of all students contributions;
- respects pupils; and
- shows fairness, honesty and cooperation.

An effective teacher teaches and encourages learners to develop skills in **thinking** and **problem solving**, to promote pupils to become more **involved**, **self-directed** and **motivated** in their learning.

An effective teacher needs to be concerned with teaching pupils **how** to think, **how** to learn and **how** to take control over their own learning.

Children strongly identify with role models for guidance, support, behaviour, etc. Teachers can be some of the most influential role models in a child's life.

Step 5

Explain that another essential characteristic in effective teaching is **communication**.

Ask participants ways in which teachers can communicate in the classroom.

Write these on the board and categorize as participants respond, into two sections: "verbal communication" and "non-verbal communication".

Refer to box 26 for some key points and make sure that these are pointed out to participants if they do not raise them in the discussion.

Step 6

Ask participants to give some positive and negative examples of some of the verbal and non-verbal communication points they have mentioned (encourage those who are willing to do short role-plays or demonstrations showing this).

Ask them what the link is between communication and learning.

Box 26: A teacher needs to be an effective communicator**A teacher should:**

Show positive **verbal** communication by:

- being polite, respectful, clear and easy to understand;
- being informative and interesting;
- allowing questions and discussion (especially on points which are difficult and not fully understood by pupils);
- allowing questions to be asked without fear and answers given without pressure and stress; and
- allowing everyone's views to be appreciated, valued and encouraged.

Show positive **non-verbal** communication by:

- open-body language;
- sincere facial expressions (including eye-contact, smiling, touching, standing, sitting on children's level, etc.); and
- being active.

Show good **listening** skills by:

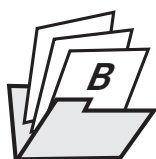
- hearing information;
- thinking about the information and offering informed comments; and
- asking thoughtful questions.

Some barriers to communication include:

- tone of voice;
- body language;
- type of questions;
- appearance; and
- attitude.

Session B: The learning process

2 hours



ACTIVITY (1)

Step 1

Think of two things you learnt during your own childhood that you are glad you learnt and that you still have as a resource in your life now (i.e. it can be knowledge, skills, attitudes, beliefs, etc.) Think of one thing that you learnt in school and one from outside school.

Step 2

Draw Table 12 below on the board and ask participants to write brief words or notes under each heading.

Table 12

What (did you learn)	Who (helped you learn)	How (did you learn)	Why (did you learn)

Step 3

Ask participants to work in pairs, and to tell each other about the two things they learnt – what, who, how and why.

Step 4

Share some examples in plenary and write responses in the whiteboard table.

Step 5

From the points listed, ask participants to select a few of the key points of an effective learning process (from each category).



Facilitator notes:

Children (and adults) remember things more effectively if they have been actively involved in the process.

ACTIVITY (2)**Step 1**

Ask participants to work in pairs and discuss with their partner what they know about learning styles and what style they think they use most and/or prefer.

Step 2

Ask for some brief feedback from participants.

Explain that there are many theories on learning and also classification of different learning styles. For the purpose of this workshop, we will look at three key ways of learning that can be classified as:

- visual,
- auditory, or
- kinaesthetic (tactile/physical).

We all have elements of each learning style, however we usually have a preference for one of the above.

The teacher should use a child's learning style to encourage him/her to learn, to be motivated and to succeed. However, the teacher should also encourage the pupil to try out different styles and teach them how to bring each type into their life.

Give out the Handout No. 8 on learning styles, learner attributes and teaching approaches to participants. This handout is also replicated in box 27.

Box 27: Learning styles

Learning style	Learner attributes	Teaching approaches
Visual Learners	<ul style="list-style-type: none"> → prefer pictures/diagrams → need to create vivid mental images to retain information → enjoy looking at maps, charts, pictures and videos 	<ul style="list-style-type: none"> → use visual materials such as pictures, charts, maps, graphs, etc. → make sure the learner has a clear view of you when you are speaking so they can see your body language and facial expression → use colour to highlight important points in text → allow learner to take notes or give handouts → use pictures or brainstorming → ask learners to write a story and illustrate it → allow quiet study away from verbal disturbances → provide books to read – with pictures/diagrams
Auditory Learners	<ul style="list-style-type: none"> → learn best through verbal lectures, discussions, talking things through and listening to what others have to say → interpret underlying meanings of speech through listening to tone of voice, pitch, speed, etc. → written information may have little meaning until it is heard 	<ul style="list-style-type: none"> → allow learners to participate in class discussions/debates → provide opportunities to make speeches and presentations → use a tape recorder instead of writing everything → read texts out aloud → allow learners to take part in music, songs, rhythms, etc. → discuss ideas verbally → dictate to learners while they write it down → use story telling to demonstrate your point
Kinesthetic (tactile/physical) Learners	<ul style="list-style-type: none"> → express themselves through movement and with interaction with space around them → have a good sense of balance and eye-hand co-ordination, i.e. playing ball games → enjoy dancing, physical co-ordination, sports, crafts, hands on experimentation, using body language, acting, using their hands to create or build, etc. 	<ul style="list-style-type: none"> → take shorter sessions and allow learners to take breaks from class work → allow learners to move around and work if possible → allow learners to use bright colours for drawings, etc. → ask learners to present their work in poster format, or in drama or role play, etc. → let learners skim read information first and then go back and look at it in more detail

Source: Adapted from LdP; <http://www.ldpride.net/learningstyles>

Step 3

Ask them to read the handout – concentrating on the learning style and the learner attribute columns and think about which style they prefer themselves and also think about one of their students or someone they know who has a different learning style.

Step 4

Ask the following questions:

- How do you know this student or other person has a different learning style than you?
- Do you think one learning style is preferable to another? Why?
- Does it depend on the situation?

Step 5

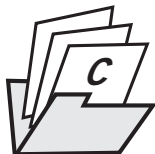
Ask participants to identify with one of the three learning styles. Participants then get together in their preferred learning style group. In these groups, ask participants to look at the third column in the handout – “teaching approaches” and make further suggestions to the list based on their own experiences.

Step 6

In a brief plenary, ask leaders from each group to feedback their additional suggestions.

Session C: Learner-centred approaches and teacher methodology

1 hr. 20 min.



Step 1

Ask participants what they believe is meant by a “learner-centred approach” in the classroom.

Write down participants’ responses. Refer to box 28 and make additions to these if participants do not raise key points. There is also more information in the reference section.

Box 28: What is a learner-centred approach?

A learner-centred approach:

- is one that is **active**, **interactive** and **reflective**;
- focuses on what is important and realistic to the learner rather than too rigid and abstract;
- allows learners to take part in a variety of activities, often in pairs or small groups where they can learn from each other, not only from the teacher – and also where they can discuss and share their own ideas;
- uses the learners’ own experiences and builds upon this through increasing knowledge and further developing skills;
- is one of mutual respect between learner and teacher, where positive communication allows for sharing ideas and listening to others; and
- uses positive discipline to support success and to encourage the learner to keep trying.

Step 2

Explain that in learner-centred classrooms, the teacher is also a learner, and not the only person who has knowledge. However, the teacher needs to be a good facilitator and one that can manage a diverse class of learners. The teacher also needs to be able to use a variety of methods and promote active, interactive and reflective learning amongst his/her students.

Draw table 13 on the board.

Ask participants to spend a few moments thinking about their own teaching style and/or teaching styles of teachers they have observed to encourage a more learner-centred classroom.

Now ask participants for suggestions and add them to the diagram on the board.

Table 13: Strategies for learner-centred teaching

Setting individual tasks	?	?	Varied materials
?	Giving choices or options	?	?
?	?	?	Small group work
?	Listening to individuals	Recording progress	?

Step 3

Once this is done, ask each participant to note which two strategies they think are most important and mark them in their book.

Step 4

Participants now work in groups of four or five, taking turns to explain why they have chosen their two strategies. At the end of this discussion, the group chooses one strategy for detailed attention. The aim is now to work up some detailed practical ways of putting that strategy into place.

Step 5

The group brainstorms a list of ideas about that strategy, with one person writing them all down on a flipchart.

Step 6

Participants use the ideas listed to develop a series of practical suggestions on how to use this strategy in the classroom.

**Facilitator notes:**

Participants should not go into detailed lesson plans, but offer ways of using a particular strategy in classroom work.

Step 7

Participants regroup in plenary and share their ideas (or alternatively, participants write ideas on flip chart and participants do a “gallery walk”).

Session D: Example activities using a learner-centred approach

40 minutes



In this session, the facilitator should choose one or two learner-centred activities and conduct the activities as if the participants were the learners in a classroom situation.

If time allows, ask participants to plan one of their own learner-centred activities – using the curriculum textbooks – and write a lesson plan. Ask two or more of the participants to then present part of their lesson to the rest of the group.

After the learner-centred activity(ies) are completed ask participants some of the following questions:

- What made the activity learner-centred?
- Were the learners actively participating? How could you tell?
- Was the activity enjoyable – if yes, why . . . if no, why not?
- What could be done to improve the activity next time?



Facilitator notes:

Either adapt one of the primary textbook activities so that it is more learner-centred, for example, allowing learners to work in pairs, groups, etc. There are also a few examples in the annex section at the end of the Manual that could be used.

Session E: Classroom management

1 hour



Step 1

Explain that the classroom environment is essentially made up of the **physical** and the **social** aspects and it is the responsibility of both teachers and students to promote these positively and to maintain them. Ask participants to give examples of what the physical aspects and the social aspects might be.

List these briefly.

Step 2

Write “classroom management” on the board and ask participants to brainstorm how teachers can effectively manage their classrooms.

Write participants responses on board.

Lead participants to identify the key points or areas that they have raised and list these.

Step 3

Divide the participants into groups and allocate one of the key areas of classroom management to each group. Each group looks at ways a teacher can support positive classroom management in this particular area.

Encourage groups to think of creative ways to present their responses, e.g.:

- a short role-play,
- drawings/pictures/symbols,
- a list of steps in the process.

Step 4

Participants present in plenary.

**Facilitator notes:**

Some key aspects of classroom management might be:

- *well planned and interesting lessons;*
- *development of positive relationships in the classroom;*
- *motivation of students to learn;*
- *classroom rules;*
- *positive classroom discipline; and*
- *communication skills.*

Session F: Motivating children to learn

1 hr. 30 min.

**Step 1**

Divide participants into small groups and ask them to share experiences of working children in their classrooms. Ask participants to focus on the concerns, issues or problems they may have had with children in relation to behaviour, discipline or lack of motivation.

Step 2

Ask one person from each group to briefly report back to the plenary on the different types of concerns, issues or problems.

Step 3

In the same groups, ask the participants to do two tasks:

1. Choose one of the shared experiences and outline how this issue was dealt with in a positive way that motivated (encouraged) the child to continue learning.
2. Choose one of the following case studies and as a group, develop a positive response the teacher could do to motivate the child to continue learning. Refer to box 29.

Box 29: Case studies

Case study 1

Amma is 10 and usually comes late to the class. She works from 5 until 8 a.m. in the morning to support her mother, two younger brothers and a sister. By the time she gets to school, she has missed the first lesson and by the end of the school day is very tired. What can you and the class do to support Amma so that she continues coming to school?

Case study 2

Alex works everyday after school in the cocoa plantation. He also works on the weekends. He has some friends outside of school who tell him school is a waste of time and they often tell him he should stop going. When Alex is in class he often does not participate or says that the schoolwork is boring. What can you and the class do to support Alex so that he continues his education?



Facilitator notes:

Some ideas for the case studies in box 29 are as follows:

Case Study 1 ideas:

- *Peer teaching where children take turns to speak with Amma sometime throughout the day, and tell her the main points in the lesson that she missed that day.*
- *Use the afternoon sessions to do pair or group activities that are active and learner-centred. Activities could focus on art/drama or role-playing; physical education; singing and music, etc.*

Case Study 2 ideas:

- *Ask Alex what he likes about school and which particular subjects. When teaching Alex's favourite subject(s), ask him to contribute to answers and give examples from his own experience.*
- *Use group work for activities and give children roles within the group make sure that Alex sometimes has a lead role.*
- *Do some activities with the class on children's rights and the benefits of education for future work.*
- *Do some activities that build self-esteem and promote successful learning for the pupils.*

The two case studies can either be written on the board or given as a handout to the groups.

Step 4

Lead a brief plenary with groups reporting on one example they discussed.

Step 5

Write “extrinsic motivation” and “intrinsic motivation” on the board. Ask participants to give their ideas of what is the difference. List these under the headings.

Refer to box 30 for some suggestions and to add to participants’ responses.

Box 30: Extrinsic and intrinsic motivation**Two key types of motivation:**

- (i) **Extrinsic motivation:** The need to complete a task to obtain some reward, privilege or external satisfaction, such as a good grade, teacher approval, material reward/gain, etc. The motivation is external.
- (ii) **Intrinsic motivation:** The drive to do things for its own sake or self-reward, or for the enjoyment it provides, such as desire to learn more, to be more competent, etc. The motivation is internal.

The teacher can use **extrinsic** motivation through praise. Praise should be used when a learner does well and achieves steps towards their own learning goals.

To encourage a learners’ **intrinsic** motivation, the teacher can:

- provide activities that match the students’ learning styles;
- allow participation, cooperation and collaboration in learning activities;
- support the student in setting realistic and relevant goals towards their learning that will lead to successful achievement and feelings of competency;
- provide interesting and challenging learning activities that also allow choice to the learner; and
- use a variety of teaching methods on a regular basis to add interest and enjoyment to learning, as well as to promote different learning styles.

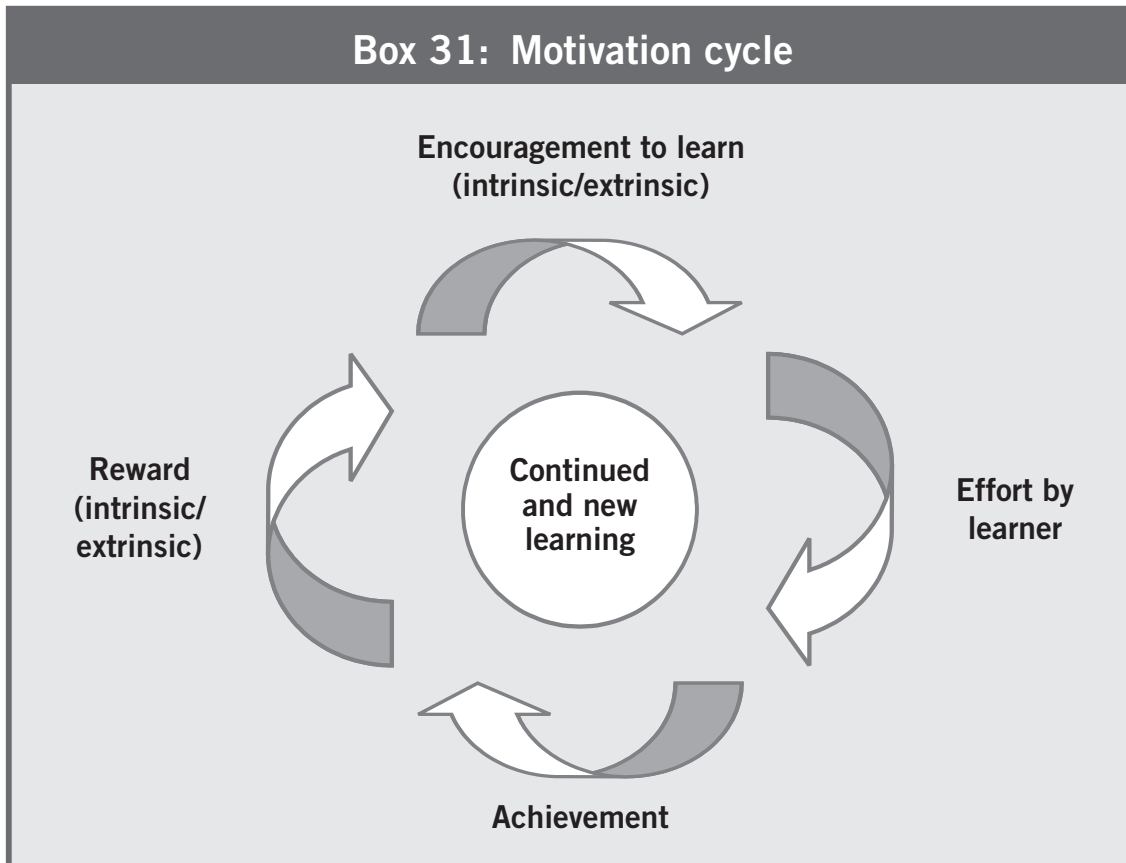
**Facilitator notes:**

The promotion of intrinsic motivation is through focusing on the linkage between effort and learning towards task outcomes. A learners' effort then becomes linked with success. This reinforces positive motivation and promotes the learners' own internal desire to pursue learning and succeed at new tasks both inside and outside the classroom.

Refer to box 31 for the motivation cycle and indicate to participants that this cycle can be both positively and negatively influenced within the education system and community. This diagram can be drawn on the board or given as a handout to participants to assist in explanation.

Step 6

Ask participants to think of the activity they have just completed in relation to the two case studies (box 29), and ask them to reflect on their discussions in terms of how the learner may have been extrinsically or intrinsically motivated. Ask participants to give a few examples.



Unit 6
Reference section

Handouts

No. 8: Learning styles

Further session information

Session A


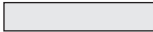
1. Teacher checklists

Session C

1. A learner-centred approach

Session F

1. Motivation of students

 = Handouts and further information for teaching staff
 = Further details and information for trainers or facilitators

HANDOUT No. 8: Learning styles

Learning style	Learner attributes	Teaching approaches
Visual Learners	<ul style="list-style-type: none"> → prefer pictures/diagrams → need to create vivid mental images to retain information → enjoy looking at maps, charts, pictures and videos 	<ul style="list-style-type: none"> → use visual materials such as pictures, charts, maps, graphs, etc. → make sure the learner has a clear view of you when you are speaking so they can see your body language and facial expression → use colour to highlight important points in text → allow learner to take notes or give handouts → use pictures or brainstorming → ask learners to write a story and illustrate it → allow quiet study away from verbal disturbances → provide books to read – with pictures/diagrams
Auditory Learners	<ul style="list-style-type: none"> → learn best through verbal lectures, discussions, talking things through and listening to what others have to say → interpret underlying meanings of speech through listening to tone of voice, pitch, speed, etc. → written information may have little meaning until it is heard 	<ul style="list-style-type: none"> → allow learners to participate in class discussions/debates → provide opportunities to make speeches and presentations → use a tape recorder instead of writing everything → read texts out aloud → allow learners to take part in music, songs, rhythms, etc. → discuss ideas verbally → dictate to learners while they write it down → use story telling to demonstrate your point
Kinesthetic (tactile/physical) Learners	<ul style="list-style-type: none"> → express themselves through movement and with interaction with space around them → have a good sense of balance and eye-hand co-ordination, i.e. playing ball games → enjoy dancing, physical co-ordination, sports, crafts, hands on experimentation, using body language, acting, using their hands to create or build, etc. 	<ul style="list-style-type: none"> → take shorter sessions and allow learners to take breaks from class work → allow learners to move around and work if possible → allow learners to use bright colours for drawings, etc. → ask learners to present their work in poster format, or in drama or role play, etc. → let learners skim read information first and then go back and look at it in more detail

Source: Adapted from LdP: <http://www.ldpride.net/learningstyles>

SESSION A

1. Teacher checklists

The following two checklists are examples for teachers (and trainers) to:

- a) plan a successful lesson to include all learners;
- b) self-assess (and reassess) how one teaches and how to improve teaching for all learners.

Ten decisions a teacher can make – Checklist (a)

The ten decisions that are included in the following outline are not the only decisions a teacher can make, however they do represent some very important ones. Keeping the checklist of questions in mind when planning and teaching will help the teacher direct his/her teaching more purposefully.

(1) What will I teach?

- Select the key concepts to focus on.
- Concepts represent experience, thoughts, ideas, etc., and ways to communicate these to others.
- It is important to relate concepts to the life experiences of the students.

(2) What will the students learn?

- Teachers need to have specific objectives in mind to which they **direct** their planning and teaching.
- Objectives express what teachers **intend** for the learners to achieve in a period of instruction.
- Objectives should be specific in terms of **learner action**.
- Objectives help the teacher **evaluate** what has happened.

(3) What teaching activities will I plan for the session?

- A variety of teaching activities will involve most of the learners most of the time.
- Teaching activities should represent different levels of interest and ability.
- New activities should be introduced and tried out regularly.

(4) What resources will the learners and I use?

- Resources are those means by which learners get involved to participate actively in their own learning.
- Resources need to be selected carefully.
- A wide variety of resources should be used.





- (5) What strategy will I use to motivate learners to be involved?
 - It takes carefully **planned** strategy(ies) to engage learners with interest and purpose in their study.
 - A variety of strategies need to be used, which ensure maximum participation by all learners.
- (6) How will the room be arranged?
 - The room arrangement, decoration and displays, teach as much as the words of teachers, sometimes much more.
 - Allow maximum visibility of all materials and easy movement of all learners.
 - If possible, change the display boards, tables and chairs at regular intervals.
- (7) What questions will I ask?
 - Planning of questions beforehand needs to occur to gain the most from them.
 - The use of open-ended questions will extend and develop learners thinking skills.
- (8) What choices will the learner make during the session?
 - Allowing learners to have choices leads to greater motivation and involvement.
 - Choices need to be planned, facilitated and evaluated.
- (9) What directions will I give?
 - The success of students in the learning activities is often determined by the kinds of directions the teacher gives.
 - Learners are guided in their participation by the teacher's directions.
 - Directions should be visible as well as verbal.
 - Directions should be given in several clear steps.
- (10) How will I respond after a learner says or does something?
 - Learners need to receive positive and meaningful feedback or responses from their teachers.
 - A teacher's positive reinforcement to the learner leads to greater participation by the learner.

Teacher checklist (b)

1. What **new** material am I teaching my students?
2. Are my students mainly **re-learning** past years' material?
3. Can I honestly assess if my students **understand** the concepts or are they just learnt "by heart"?
4. Do I think my students find school enjoyable or not?
5. How often do I think of my own activities to do in class to help my students learn?
6. What teaching resources do I use?
7. How would I improve my lessons to make them more interesting?
8. How would I improve my lessons to make them easier to understand for those students having difficulty?
9. How would I improve my lessons for those students who already know what I'm going to teach them?
10. How do I prepare for my lessons?
11. Which subject do I enjoy teaching the most and why?
12. Which subject do I **not** like teaching and why?
13. What was the best lesson I taught this year and why?
14. What is my role as a teacher?

SESSION C

1. A learner-centred approach

What is a learner-centred approach?

- The focus is on what is realistic and important to the learner rather than rigidly following a detailed curriculum.
- Learners take part in a variety of activities, often in pairs or small groups where they can learn from each other, not only the teacher – and also where they can share their own ideas.
- Where teachers use the experiences of learners and what s/he already knows and builds upon this.
- Teachers use empathy and have respect for who the learner is and what s/he knows – they listen and try and understand from the learner’s perspective.
- Positive discipline is used to support success and to continue to encourage the learner to keep trying.

The learning cycle below can also be used to also illustrate a learner-centred approach. It shows four main phases that the learner needs to **actively participate** in to achieve successful learning. These are as follows:

Phases		Involves . . .
1	Experience	Activities such as field visits, role-play, demonstrations, group work, etc.
2	Reflection	Thinking about the experiences and making sense of them
3	Drawing conclusions	Encouraging learners to draw practical conclusions from their own and others’ experiences and feedback
4	Applying lessons learned	Encouraging learners to relate what they’ve learnt to their lives and/or to another different situation and thereby continue learning

SESSION F

1. Motivation of students

Motivation can be supported by:

- caring relationships with adults;
- caring relationship with peers;
- clear and fair expectations;
- an environment where learners can pursue their interests and learn in different ways and where opportunities for participation and contribution are made possible; and
- praise when appropriate and for success.

Students will learn best if their motivation to learn is aroused. Within the classroom, this is most likely to occur if they:

- have a clear sense of direction and purpose;
- can build upon what they already know; and
- are actively participating, using their own language and cultural images to help them understand.

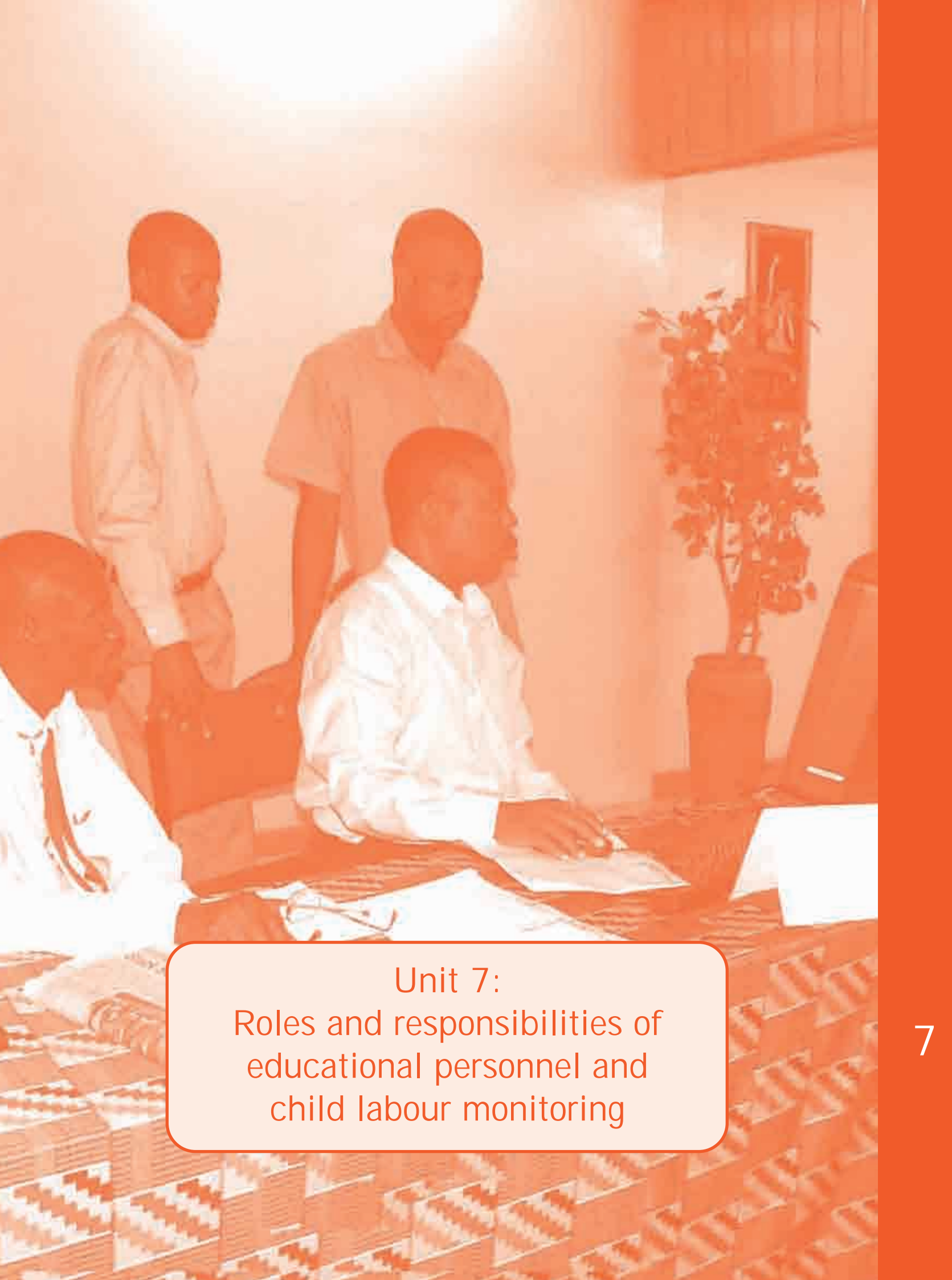
Furthermore, students are most likely to become actively involved in the learning activities taking place in the classroom if they:

- have a supportive environment – one that provides guidance, yet allows them to feel free to make mistakes;
- have a degree of choice and responsibility for what, when and how they learn; and
- have time to think and reflect about what they have learned.

Teachers should therefore focus on the following to improve student motivation:

- show a real interest in each and every learner in the class and encourage them in their learning;
- create positive expectations of learners by stating clear objectives;
- use a variety of teaching strategies to maintain learner interest;
- use a variety of different ways in which participants can work, e.g.
 - individual tasks,
 - in pairs,
 - small groups,
 - whole class;
- give learners a time limit to complete their work, BUT also emphasize quality, effort and care of work;

- assist each learner and encourage him/her as an individual to achieve their best and to work hard – build confidence by setting realistic goals and providing appropriate praise/rewards for those who make efforts to achieve those goals;
- provide opportunities for learners to use learning in their daily lives, including problem solving and critical thinking;
- model good qualities of a teacher, for example:
 - be enthusiastic and active;
 - be committed and interested in what the learners are actually doing; and
 - listen carefully to what learners say and allow them time to do tasks.



Unit 7:
Roles and responsibilities of
educational personnel and
child labour monitoring

Unit 7: Roles and responsibilities of educational personnel and child labour monitoring

Contents

- A: National and local structure, roles and monitoring responsibilities201
- B: Identification and monitoring plan for working children in local communities.....205
- Reference section207

Unit 7: Roles and responsibilities of educational personnel and child labour monitoring



Approximate time = 1 hr. 45 min.



Objectives

In this unit participants will identify and discuss the key roles and responsibilities of educational personnel in Ghana. Participants will gain further understanding of the system and strategies in place that promote child labour monitoring (CLM) as part of the overall education–monitoring role of teachers and schools.

As part of the unit, participants will work together to develop ways to be more actively involved in identifying and monitoring children at school but at risk of returning to work, and those children who are not in schools.

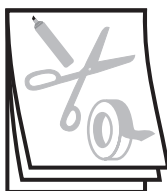
By the end of this unit, participants will be able to:

- identify who in the educational system have responsibilities for education in relation to the working child, and what those responsibilities are;
- have an understanding of content and practice in some of the CLM activities and forms; and
- outline and discuss ways to work with local agencies to promote access and retention of former child labourers and at-risk children in education.



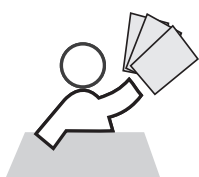
Sessions

- | | |
|---|---------|
| A: National and local structure, roles and monitoring responsibilities | 45 min. |
| B: Identification and monitoring plan for working children in local communities | 1 hr. |



Materials

- flipcharts
- marker pens
- masking tape



Handouts

No. 9: CLM and individuals' roles

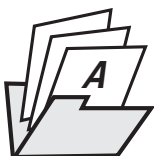


Key messages

- All levels of educational personnel should be, and need to be, involved in CLM to ensure working children have access to and are retained in the education system.
- CLM should be an integral part of any national education monitoring system and not viewed as an added burden to schools and teachers.
- Existing monitoring situations in education present clear opportunities to integrate child labour concerns into national education plans
- CLM can contribute toward the achievement of EFA goals by promoting a better understanding of the relationship between child labour and education, in particular, the impact child labour has at each age level in relation to:
 - enrolment;
 - retention;
 - repetition; and
 - academic achievement.
- At the national level, in full collaboration with the ministries of labour and other relevant bodies, the national education data-collection system can contribute with data on school enrolment, attendance, and the academic performances of former child labourers, children who combine school and work or children who are identified to be at risk of dropping out of school.

Session A: National and local structure, roles and monitoring responsibilities








45 minutes



Step 1

Lead a general discussion on the identity, roles and responsibilities of key educational personnel. Refer to box 32 for a list of those involved in education at the different levels.

Box 32: Key educational personnel

-  National (central) Ministry of Education
-  Local directorates of education (including inspectors/supervisors)
-  Heads of institutes (including head teachers)
-  Teachers
-  Counsellors
-  PTA, SMC, DEOC, DEPT
-  Community



Facilitator notes:

Refer to the reference section for further information on national, international and local roles and responsibilities.

Step 2

Recap from previous units that education plays an important role and is closely linked to the elimination of child labour. As such, the education system should be an integral part of an integrated national child labour monitoring system. One of the most powerful means of addressing child labour is to regularly check the places where girls and boys may be working. CLM is the active process that ensures that such observation is put in place and is coordinated in an appropriate manner.

The overall objective of CLM is to ensure that, as a consequence of monitoring, children and young legally employed workers are protected from exploitation and hazards at work.

As such, CLM involves identification, referral, protection and prevention. It uses a multi-sectoral approach involving community, district and national levels. The aim is to bring the goals of the elimination of child labour and education for all together, to support children in accessing and being retained in schools. As such, CLM should not be viewed as an extra burden to teachers and schools, but as part of the national education monitoring system to promote education for all children.

Step 3

Ask participants:

- What do you know about CLM?
- Have you been involved in any way?
- How does CLM operate – identify the existing monitoring mechanisms in the education system?

Refer to the CLM diagram indicating the different levels of the CLM process. This is in the reference section.

Outline the key information that is collected from the CLM system. A monitoring questionnaire for collecting education/training institution information (including schools) is in the reference section.





Facilitator notes:

Some participants may already be familiar with CLM and these forms. If this is the case, ask them to give an explanation about their use to the wider group. The CLM system has been established by the Ministry of Manpower Development and Employment (Child Labour Unit) in collaboration with ILO/IPEC/WACAP. Further questionnaires have been developed for the following: (i) children receiving WACAP support identification information, (ii) the employer/workplace, and (iii) child labourers. CLM questionnaires have also been developed to collect baseline information.





Build on participants' responses by providing additional information from box 33 and box 34. Refer also to the reference section for more information.

Box 33: Key elements of child labour monitoring




Who is being monitored and reported?

-  Children, families, schools and workplaces, together with the type of work.
-  A process of feedback (documentation and data) operates back to communities – from national to district to community.

How is monitoring done?

-  Questionnaires have been developed for use at community level to collect baseline and on-going information.
-  This information is passed to the district level for input.
-  Data analysis is done at the national level.
-  Training in the use of CLM tools takes place at all levels.

Committees established

-  District Child Labour Committees (DCLCs) – review CLM reports and verify CLM is taking place, and make recommendations and advocate for social action.
-  Community Child Labour Committees (CCLCs) – raise awareness and make recommendations and advocate for social change and action.
-  Community Child Labour Monitors (CL Monitors) collect data using CLM forms and provide general information.

Box 34: CLM Update in Ghana – June 2005

- Agreements have been signed in all five districts: Amansie West, Atwima Mponua, Kassena Nankana, Sefwi Wiawso and Suhum Kraboa Coaltar.
- 52 CCLCs established and trained.
- 110 CL Monitors (incl. supervisors) trained and working in all five districts.
- 5 DCLCs established and trained.

Step 4

Explain that as part of an integrated CLM system, schools need to be more involved in targeting school-age children, especially girls, who have dropped out to work or who are at risk of dropping out to work. **Teachers, therefore, play a crucial role.**

Step 5

Divide participants into small groups. Give a handout of table 14 below to each group (Handout No. 9 in the reference section).

Ask participants to consider what a teacher’s general role is with regard to education monitoring (2nd column) and then to look more closely at a teacher’s role regarding CLM.

Allocate one section of table 14 to each group. For example, Group 1 looks at the role of the teacher towards children. Group 2 looks at the role of the teacher towards parents, etc.

Table 14 (example)

Teachers role towards:	As part of the education monitoring system	As part of specific CLM efforts
1. Children	To check school attendance ? ?	To explore through interacting with children whether or not the child works and what he/she does ? ?
2. Parents	To talk to parents to discuss child’s attendance and performance ? ?	To establish closer contact with the child’s family through home visits and to raise awareness to parents on the value of education and the risks of child labour ? ?
3. School	To inform school principal of any child irregular attendance ? ?	To provide to students at risk after-school tutorial programs ? ?





Teachers role towards:	As part of the education monitoring system	As part of specific CLM efforts
4. School inspector and Ministry of Education	To provide the school inspector with relevant documentation and findings concerning irregular attendance of children ? ?	To encourage the collaboration between school and labour inspectors, parents associations, and the community in the school monitoring process ? ?
5. Other?		

Step 6

Bring participants together for a brief plenary to share responses.

Session B:

Identification and monitoring plan for working children in local communities

1 hour



Step 1

Ask participants to identify local individuals and agencies who operate within communities and who are able to support teachers, schools and education initiatives.

Make a list of these on the board.

Step 2

Explain that CLM is an integrated effort by all levels of society from the family unit to the national ministry. As part of that effort, the success depends on everyone playing an active role. This should not be seen as a burden or an additional job. It is an undertaking that draws on existing community structures and supports other important education goals, such as EFA and the Ghana education strategy.

Divide participants in groups and ask them to identify key community persons, agencies as well as community-based and international organizations, etc. which are (or could be) potential partners in CLM.

Step 3

Explain to the groups that they will be given flipchart and markers to develop a diagram or table showing how these different community actors could interact to support CLM and increase access to education for working children, as well as retain those already in school.

Groups should also briefly outline the role of each of these persons/agencies in the diagram.

Step 4

In plenary, groups discuss their ideas.

Unit 7
Reference section

Handouts

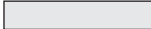
No. 9: Child labour monitoring (table)

Further session information

Session A

1. National and local structures, roles and responsibilities
2. Child labour monitoring
3. Ghana – Child labour monitoring system
4. CLM questionnaire for institutions (including schools)

 = Handouts and further information for teaching staff

 = Further details and information for trainers or facilitators

HANDOUT No. 9: CLM and individuals' roles (table)

Teachers role towards:	As part of the education monitoring system	As part of specific CLM efforts
1. Children	To check school attendance ? ?	To explore through interacting with children whether or not the child works and what he/she does ? ?
2. Parents	To talk to parents to discuss child's attendance and performance ? ?	To establish closer contact with the child's family through home visits and to raise awareness to parents on the value of education and the risks of child labour ? ?
3. School	To inform school principal of any child irregular attendance ? ?	To provide to students at risk after-school tutorial programs ? ?
4. School inspector and Ministry of Education	To provide the school inspector with relevant documentation and findings concerning irregular attendance of children ? ?	To encourage the collaboration between school and labour inspectors, parents associations, and the community in the school monitoring process ? ?
5. Other?		

SESSION A

1. National and local structures, roles and responsibilities

Examples of stakeholder roles and responsibilities:

Government

- **provides political and moral leadership** by informing and educating society about the dangers and consequences of continuing child labour and the exploitation of children;
- **provides policy and administrative frameworks** for a national programme of action; and
- **indicates follow-up and support; commits public funds** to eradicate unacceptable forms of child labour and supports integration of children through education and family support initiatives.

(The eradication of the worst forms of child labour and the support for children needs to be integrated into all areas of economic and social policy).

Trade Unions

- **raise awareness** among adult workers and their attitudes and those of the community;
- **monitor** the development of child labour and evaluation of programmes to combat this;
- engage in **collective bargaining** with employers about ways to avoid and to eliminate child labour;
- participate in **tripartite discussions** with governments and employers' organisations to define policies and programmes to combat the worst forms of child labour and in monitoring;
- play a **watch-dog role** in reporting abuses;
- **establish structures** such as focal point persons and committees within organizations; and
- participate in **national programmes** and institutions to combat child labour.

Employers

- secure the **rights of children**;
- **raise awareness** of child labour and help identify types of work considered to be harmful to the health, safety or morals of children;
- ensure employers' **collective commitment** to the elimination of child labour;
- develop policies and implement programmes;
- **establish focal point** persons or committees within the organization;
- **cooperate** with trade unions, NGOs and where appropriate work together to transfer children from work into education and training;





- **survey** existing codes of conduct and where necessary, **revise** these and implement;
- **ensure sustainability** on employers' commitment to child labour issues; and
- document **best practices** which can then serve as models for other organizations.

Teachers

- provide children with **basic skills and education** that is of **good quality** and that is **relevant** to the needs and situations of the children;
- foster in children a **desire to learn** and develop and **motivate** them to stay in school;
- support children to know about their rights;
- play a **partnership role** with local authorities to identify cases of child labour;
- **influence** national educational policies, programmes and budgets; and
- **raise awareness** on the importance of education and training as alternatives to child labour.

Community groups and NGOs

- **identify and publicize** cases of child labour and workplaces where children are at risk – both in formal and informal situations and those that are visible and not visible (i.e. households);
- **influence** families and communities – their concerns and values that determine whether and where children work;
- influence **change** in local culture and practices; and
- **develop and implement effective action programmes** to support working children.

International community

- work with national and local partners to
 - prevent child labour,
 - withdraw children from hazardous and abusive work,
 - provide or support alternatives to children and their families and communities,
 - improve working conditions as a transitional measure towards the elimination of child labour;
- participate in high-level meetings in the UN and government systems; and
- provide technical contributions and document lessons learned to promote the elimination of child labour.

2. Child labour monitoring





CLM is a way to mainstream action against child labour at the level of the local government where child labour occurs and where actual services, such as schooling, are made available for girls and boys. Information generated by CLM helps policy-makers know where the problem lies so they can take action. CLM can be used as an information base for national action plans against child labour through which different services (education, health, advocacy, etc.) can be provided.

Schools and teachers have an important role to play as they help to ensure that education is valued, that schools are child friendly and that children remain in school throughout the years of compulsory education. Teachers can also be an important source of information for monitoring. They are usually among the most knowledgeable about the whereabouts of children and their family conditions. They can play a valuable part in the monitoring and follow-up process and act as community monitors themselves in certain cases.

School inspection has been used by many countries to ensure that national education policies are applied equally for all, that children have access to schools and that they stay in school to complete basic education. School inspectors can monitor school entry, attendance and completion of girls and boys who have been referred from work.

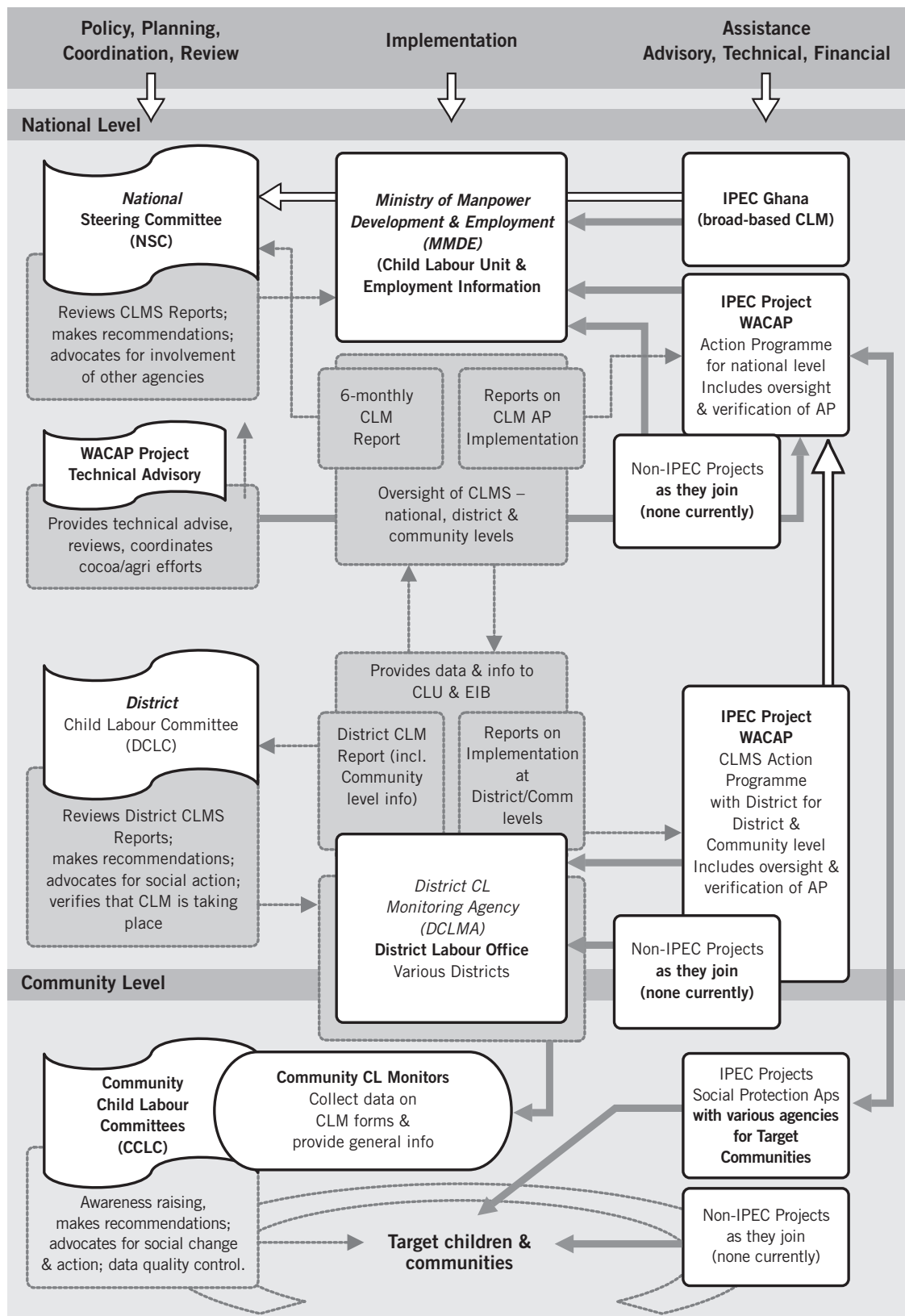
It is important that the CLM framework and workplace monitoring are linked to school inspection and provision of education. This helps ensure that the working children identified by CLM are not “lost” after being removed from work.

Key Points

-  The education system should be an integral part of an integrated national CLM system. Education plays an important role and is closely linked to the elimination of child labour.
-  One of the most powerful means of addressing child labour is to regularly check the places where girls and boys may be working. CLM is the active process that ensures that such observation is put in place and is coordinated in an appropriate manner. Its overall objective is to ensure that, as a consequence of monitoring, children and young legally employed workers are protected from exploitation and hazards at work.
-  In practice, CLM involves identification, referral, protection and prevention through the development of a coordinated multi-sectoral monitoring and a referral process that aims to cover all children living in a given geographical area.
-  This requires bringing closer the goals of elimination of child labour and education for all and ensuring close cooperation between ministries of labour and education at all levels. Much of the action against child labour includes education and training.

Source: Adapted from IPEC *Child Labour Monitoring Overview*, draft (ILO, Geneva, 2005).

3. Ghana Child Labour Monitoring System – Cocoa and Agriculture



4. CLM Questionnaire:
Monitoring questionnaire for institutions
 (Note: There is also a baseline questionnaire)

Questionnaire/Form No.

Monitoring Mission No.

**MINISTRY OF MANPOWER DEVELOPMENT
AND EMPLOYMENT**

(CHILD LABOUR UNIT)

**CHILD LABOUR MONITORING SYSTEM IN COCOA/COMMERCIAL
AGRICULTURE IN GHANA**

MONITORING QUESTIONNAIRE

CLMS Tool No. 2A: Education/Training Institution Information

(Information for this section should be provided by a higher Authority of the school or training institution in which the child is registered or to be registered)

[NOTE: To be filled during all follow-up monitoring missions]

Note: *The information provided by the respondent will be treated with absolute confidentiality and will be used for no purpose other than for Child Labour Monitoring]*



EMPLOYMENT INFORMATION BRANCH

AUGUST 2004

Date of Monitoring: _____

Section A: Identification of Institution

A1: Name of Institution: _____

A2: District: _____ District code:

A3: Region: _____ Region code:

A4: Postal Address: _____

Town/Village: _____ Community/Locality: _____

Telephone: _____ Email: _____

Section B: Details of Contact Person/Institution

B1: Name of contact person: _____

B2: Title of contact person:

1 = Teacher 2 = Administrator 3 = Head teacher/Head of Institution

4 = Other (specify) _____

B3: Type of institution:

1 = Nursery/KG 2 = Primary school 3 = JSS 4 = SSS/Technical

5 = Vocational training 6 = Commercial 7 = Non Formal Education

8 = Polytechnic 9 = Tertiary 10 = Other (specify) _____





B4: School/Training institution's enrollment for current year

Class/Grade/ Form/Year	No. of withdrawn/prevented children			Total No. of children enrolled in school/institution		
	Male	Female	Total	Male	Female	Total
1	□□	□□	□□	□□	□□	□□
2	□□	□□	□□	□□	□□	□□
3	□□	□□	□□	□□	□□	□□
4	□□	□□	□□	□□	□□	□□
5	□□	□□	□□	□□	□□	□□
6	□□	□□	□□	□□	□□	□□
7	□□	□□	□□	□□	□□	□□
8	□□	□□	□□	□□	□□	□□
9	□□	□□	□□	□□	□□	□□
10	□□	□□	□□	□□	□□	□□
Total	□□□	□□□	□□□	□□□	□□□	□□□

B5: Last month's school/training institution's attendance

Attendance regularity	No. of withdrawn/prevented children		Whole school/institution	
	Males %	Females %	Males %	Females %
Regular	□□.□	□□.□	□□.□	□□.□
Irregular	□□.□	□□.□	□□.□	□□.□
Total absenteeism	□□.□	□□.□	□□.□	□□.□





B6: Check QB5, for the “irregular” and “total absenteeism “ cases, give reasons:

No.	Reason(s)	(Tick (✓) all that apply)
1	Gone to work	<input type="checkbox"/>
2	Caring for other family members	<input type="checkbox"/>
3	Indiscipline	<input type="checkbox"/>
4	Illness	<input type="checkbox"/>
5	Dropped out	<input type="checkbox"/>
6	Expelled	<input type="checkbox"/>
7	Others (specify) _____	<input type="checkbox"/>

Section C: Attributes of Ex-Working Children

C1: How has the rating of ex-child labourers compared to other pupils/students changed since the last monitoring mission?

Attribute	Scale: 1 = Improved 2 = Not changed/same 3 = Worsened	If 3, what action do you recommend for addressing the situation?
Class work		
Discipline/ Socialization		
Extra curriculum activities		

C2: Do you have children who have left school purposely to work?

1 = Yes 2 = No (GO TO QC4) 3 =Don't know





C3: If yes, please give the following details:

	Name of child	Age	Class or grade left	Date left	Where the child can be contacted currently	Nature of work the child is engaged in, if known
1		<input type="checkbox"/> <input type="checkbox"/>				
2		<input type="checkbox"/> <input type="checkbox"/>				
3		<input type="checkbox"/> <input type="checkbox"/>				
4		<input type="checkbox"/> <input type="checkbox"/>				
5		<input type="checkbox"/> <input type="checkbox"/>				
6		<input type="checkbox"/> <input type="checkbox"/>				
7		<input type="checkbox"/> <input type="checkbox"/>				
8		<input type="checkbox"/> <input type="checkbox"/>				
9		<input type="checkbox"/> <input type="checkbox"/>				
10		<input type="checkbox"/> <input type="checkbox"/>				

C4: Is there any Organisation/Project (apart from WACAP) assisting the school/institution in combating child labour in this community since the last monitoring mission?

1 = Yes 2 = No

C5: If yes, give the following information below:

Activity/Project	Partners	Number of students involved	
		Males	Females



►►

C6: What support is the school/institution receiving from WACAP towards combating child labour since the last monitoring mission?

No.	Support(s)/assistance	(Tick (✓) all that apply)
1	Income generating activity	<input type="checkbox"/>
2	School infrastructure	<input type="checkbox"/>
3	Desks/stationery	<input type="checkbox"/>
4	Sanitation	<input type="checkbox"/>
5	Capacity building	<input type="checkbox"/>
6	Counselling	<input type="checkbox"/>
7	Others (specify) _____	<input type="checkbox"/>

C7: If the school/training institution has an income generating activity (IGA) state the following:

a) Type of IGA _____

b) Number of children benefiting from the IGA _____

c) Form of assistance to the beneficiaries _____

C8: How do you rate the level of child labour situation in this community/area since the last monitoring mission?

1 = Increased 2 = Same 3 = Declined

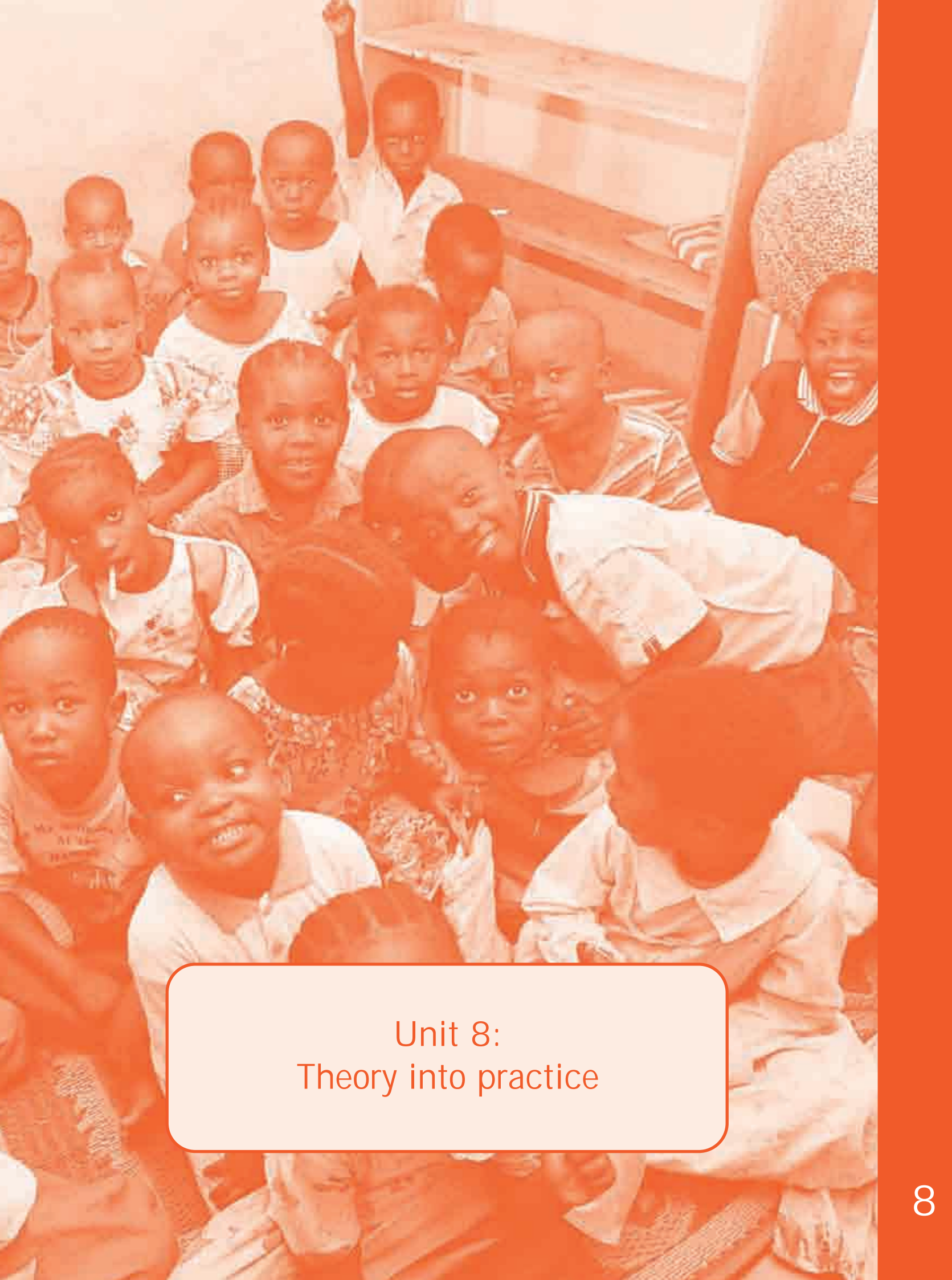
4 = Other (specify) _____

THANK YOU VERY MUCH

END OF INTERVIEW

Name of monitor: _____

Signature: _____ Date: _____



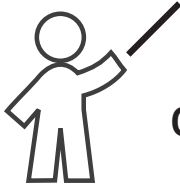
Unit 8:
Theory into practice

Unit 8: Theory into practice

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Unit 8: Theory into practice



Approximate time = 4 hours



Objectives

In this final unit participants will discuss some advocacy strategies for the elimination of child labour and look at ways these can be incorporated within a school plan. This unit will also allow participants to work together to develop a school-based (or district/community-based) action plan to promote access to and retention in quality education for all children, especially those who have been withdrawn from child labour or are at risk.

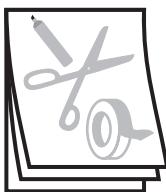
By the end of this unit, participants will be able to:

- discuss and plan advocacy strategies for the elimination of child labour and
- develop an outline for
- a district/community-based action plan (CORE trainers) and/or
- a school-based action plan (school staff).



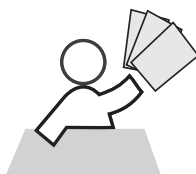
Sessions

A: Advocacy strategies	45 min.
B: district/community-based action planning (activity for trainers)	1 hr. 30 min.
C: School-based action planning (activity for school staff)	1 hr. 30 min.
Final session: Wrap-up	15 min.



Materials

- flipcharts
- marker pens
- masking tape



Handouts

- No. 10: District/community-based action plan
- No. 11: School-based action plan
- No. 12: Evaluation form (final session)



Key messages

- Advocacy is an interactive and proactive process to raise people's awareness about issues facing disadvantaged groups, such as child labourers. Advocacy seeks to bring about changes in policy and to improve the situation of such disadvantaged groups.
- Schools and communities have a vital role in advocacy for working children.
- School, community and district plans to make education inclusive for working children will work if educational personnel and the community are committed and work together to develop and achieve planned goals.
- The social partners (employers' and workers' organizations) and civil society organizations have an important role to play in urging governments to reform their education strategies and put more emphasis on combating child labour and social exclusion.
- Teachers' organizations in particular are key actors in education policy reform. It is crucial that they support this process and establish a clearly defined role for teachers within this process as educational professionals, trade union members and members of civil society.
- Practical action by teachers' organizations could focus on the quality of education, the learning environment, improvement of working conditions, teachers' attitudes and behaviour and addressing the global shortage of teachers.
- Children themselves, their families, schools, communities and wider society can also play an essential part in raising awareness of the problems and dangers of child labour and the importance of education.
- Engaging all sectors of society, including the social partners and civil society organizations, will facilitate closer relations and exchanges with governments and international agencies to enhance effective public debate on child labour and education and ensure that all stakeholders participate in the change process.

Session A: Advocacy strategies

45 minutes

**Step 1**

Quickly ask participants to brainstorm what “advocacy” means.

Write responses on board.

As an addition to participants’ own words and phrases, give the definition outlined in box 35.

Box 35: A definition of advocacy

“Advocacy” means any activity intended to raise consciousness among decision-makers and general community about an issue or a disadvantaged group, with a view to bringing about changes in policy and improvements in their situation. Advocacy is part of an overall programme. It is an interactive, proactive and consultative process.

Step 2

Divide participants into groups of approximately 4-6 persons. Half of the groups will do activity (a) and the other half will do activity (b). Refer to box 36 (i.e. if there are four groups, then two groups will do activity (a) and two groups will do activity (b)).

Explain both activities to all groups and allocate each group to either (a) or (b). Write both activities on the board or (if possible) give as a handout, to remind the groups of their task.

Box 36: Activities**Activity (a)**

You are staff at a local school and recently the school agreed to actively promote inclusive education. There are already a small number of children in the classes who do work – but some have already dropped out and many more children in the community work, but do not come to school. List the key advocacy activities you would undertake with the community. Limit the list to 3-5 activities.

Activity (b)

You are group of both district education officers with leadership roles. The District has agreed that for the coming year, inclusive education is a top priority. List the different ways you can advocate to district and community members. Limit the list to 3-5 points. (Note: this is not actual activity plans, but “*how*” and “*where*” you would approach district and community members).

Step 3

In plenary, groups give feedback.



Facilitator notes:

There is further information in the reference section about advocacy and some examples of advocacy strategies the PTA/SMC could be involved in. These could also be used as handouts if appropriate.

Session B:

District/community-based action planning (Activity for trainers)

1 hr. 30 min.



Step 1

Ask participants to reflect on the units and sessions to date, the different levels of authority and personnel working in the education and labour sectors and their roles.



Facilitator notes:

Guide the participants to look at four key levels national (ministries); district; community groups (PTAs, SMCs, local committees, etc.) and school (teaching staff). The other key group are “partners” NGOs, agencies, individuals, etc. that exist at all levels.

Step 2

Lead a short review with participants on the key reasons many children work, have limited access to educational opportunities and/or are at risk of returning to work.

Refer to box 37 to ensure that key reasons are raised.

Box 37: Key reasons facing children in access and retention to education



poverty



customs and traditions



availability/access to education



quality of education



enforcement of child labour laws



demand for child labour

Step 3

Divide participants into groups so that each group has a varied cross-section of people from different levels/sectors.

Each group will focus on the district level – but ensuring that linkages are made between district level and the national level as well as district level and the community. Partners need to be considered in each one of these areas.

Use Handout No. 10 in the reference section as a format example.

Step 4

In groups participants will work on identifying key policies, programmes and commitments under each of the six main headings (listed in box 37), to combat child labour.

Ask participants to list these in the appropriate sections of the table format (Handout No. 10).

Remind participants to draw on all the information that they have learnt and contributed to during the units as well as their understanding of the communities, etc.

Step 5

Participants should all contribute and document the key points on flipchart as well as keep a more detailed copy for themselves.

Step 6

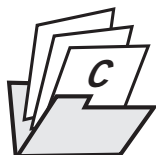
Participants display their tables on the wall, allowing all participants to walk around the room looking and discussing others' work.

Step 7

Lead a short question and answer session at the end so that any clarifications or further details can be explained.

**Session C: School-based action planning
(Activity for school staff)**

1 hr. 30 min.










Step 1

Ask participants to reflect on the units and sessions to date, and brainstorm “how teachers can play a key role in supporting working children in school and combating child labour”.

Write down responses and add to this from box 38 below.

Box 38: Teachers’ key role in combating child labour

Teachers can play a key role through:

-  influencing national educational policies and programmes (and budgets), through the teachers’ union;
-  raising awareness on the importance of education and vocational skills training as alternatives to child labour;
-  sensitizing communities on the benefits of education;
-  mobilizing communities against hazardous and exploitative work practices;
-  organizing and coordinating activities in school to raise awareness of child labour and promote action against it;
-  talking with other stakeholders to gain their support in activities and awareness raising to promote education for all children, i.e. Education authorities, workers and employers organisations, NGOs, local community leaders, PTAs, SMCs, etc.;
-  advocating for the implementation of free education (and the introduction of the capitation grant);
-  advocating for, and incorporating and implementing life-skills and child rights aspects into the school curriculum;
-  advocating the removal of costs for children to access school, i.e. uniforms, textbooks, etc.; and
-  advocating for support from other agencies to support schools and children’s education, i.e. provision of school feeding, boreholes, etc.







Step 2

Lead a short review with participants on the key reasons why children drop out of school and/or have limited access.

Refer to box 39 to ensure that key reasons are raised.

Box 39: Key reasons facing children in access and retention

Key reasons facing children in access and retention to education include:

-  poverty
-  availability/access to education
-  quality of education
-  enforcement of child labour laws
-  demand for child labour
-  customs and traditions

Step 3

Divide participants into working groups – if possible so that participants work or come from the same community or district.

Participants will work on a school-based plan to develop a time-bound action plan that addresses the key concerns facing working children and their communities, and how specific activities will promote access and retention of working children in schools.

Write the following questions on the board as a guide to the groups in thinking about each area and their approach:

- What is the most urgent problem you wish to address?
- With whom can you discuss and cooperate?
- What solutions do you want to promote and how can you do this?
- What actions are best taken?



Facilitator notes:

Participants should draw on all the information that they have learnt and contributed to during the units as well as their understanding of the communities, etc.

When developing activities, participants should consider realistic timeframes: short term (1-6 months) and long term (6-18 months), for example. Activities should be limited to 1-3 in each area.

Step 4

Participants should all contribute and document the key points on flipchart as well as keep a more detailed copy for themselves.

Use Handout No. 11 in the reference section as a format example.

Step 5

Participants give brief overview of their action plans in plenary.

Other groups should feel free to ask questions and also to consider using ideas from other groups in their own plans.

Final session

Wrap-up

10-15 minutes

As the final step, explain that you hope everyone enjoyed the workshop, the information sharing and the reference materials. Thank everyone for their participation, input into discussions, suggestions and ideas.

Ask participants to fill in an evaluation form each, and that this is confidential and does not need to be named. Use Handout No. 12 in the reference section for this.

Unit 8
Reference section


Handouts


- No. 10: District/community-based action plan
- No. 11: School-based action plan
- No. 12: Evaluation form (Final session)

Further session information

Session A

1. Advocacy
2. Examples of advocacy strategies by PTAs or SMCs

 = Handouts and further information for teaching staff

 = Further details and information for trainers or facilitators

HANDOUT No. 10: District/community-based action plan

Community:

District:

Level of personnel	Poverty	Availability/access to education	Quality of education	Enforcement of child labour laws	Demand for child labour	Other
Ministry/national						
District						
Local community committees/PTAs, etc.						
Teaching staff						
Community partners (individuals/agencies/NGOs, etc.)						

Notes: How can the community (and the wider education network) know that working children are:

- able to access education
- staying in school
- gaining basic competencies and skills for their future life
- safe from physical and psychological abuse

Persons responsible:

Reporting:

HANDOUT No. 11: School-based action plan

School:

District:

Issue to address	School-based activity(ies)	Teacher/PTA responsibility and specific role(s)	Time-frame	Outputs	Constraints and how these will be dealt with
Poverty					
Availability/access to education (incl. abolition of school fees and how to advocate)					
Quality of education					
Enforcement of child labour laws					
Demand for child labour					
Other					

Notes: How can teachers (and the wider education network) know that working children are:

- able to access education
- staying in school
- gaining basic competencies and skills for their future life
- safe from physical and psychological abuse

Persons responsible:

Reporting:

HANDOUT No. 12: Evaluation form

Please evaluate the course on a scale of 1-5 by putting a circle around your judgment.

1	Very good
2	Good
3	Satisfactory
4	Unsatisfactory
5	Poor

1. The course provided me with knowledge and understanding about child labour and education.
Rating 1 2 3 4 5
2. The written and reference material was useful and provided details that helped my understanding.
Rating 1 2 3 4 5
3. The discussions were useful and participatory.
Rating 1 2 3 4 5
4. The activities were interesting and useful in helping me develop and consolidate my understanding.
Rating 1 2 3 4 5
5. The other participants who attended the workshop contributed to my own learning and understanding.
Rating 1 2 3 4 5
6. I feel better prepared and able to support the inclusion of child labourers and at-risk children in education.
Rating 1 2 3 4 5
7. I feel confident in being able to put some of the activities and understandings into my own educational practices.
Rating 1 2 3 4 5
8. The facilitator was well prepared and able to provide answers to questions, as well as support the groups' understanding.
Rating 1 2 3 4 5
9. This training course provided me with an enjoyable learning experience.
Rating 1 2 3 4 5

SESSION A

1. Advocacy

Advocacy means any activity intended to raise consciousness among decision-makers and general community about an issue or a disadvantaged group, with a view to bringing about changes in policy and improvements in their situation. Advocacy is part of an overall programme. It is an **interactive, proactive** and **consultative** process.

Advocacy is usually effective if it:

- is based on facts, not suppositions;
- draws upon practical experience and shows legitimacy for the claims it makes
- is carefully and strategically planned – over short and longer term time-frames; and
- closely involves and honestly represents any group on whose behalf it is undertaken and who are able to speak for themselves whenever possible.

There are a number of steps that need to be taken in advocacy work to ensure an integrated approach and to work towards success. These are:

- list the overall aims (i.e. 2-4);
- under each, identify one or more “stepping stones” (objectives) for the medium or short term;
- identify several actions related to these stepping stones;
- organize all objectives into a framework with a time-frame as to how they might be reached;
- list details of activities to be undertaken and person(s) responsible; and
- develop monitoring procedures to see if the objectives were met.

The following is gained if involving child workers themselves in advocacy:

- authenticity of messages and statements
- persuasiveness with audiences, parents and employers
- personal development and confidence building of the children
- feedback on whether action is appropriate and effective

Note:

Before developing an advocacy approach, it is important to work out what you are trying to achieve over the long term. Your objectives will guide you to other immediate and shorter term objectives which provide “stepping stones”. Being able to measure progress towards the fulfilment of the objectives is important.

A successful advocacy approach is one that is:

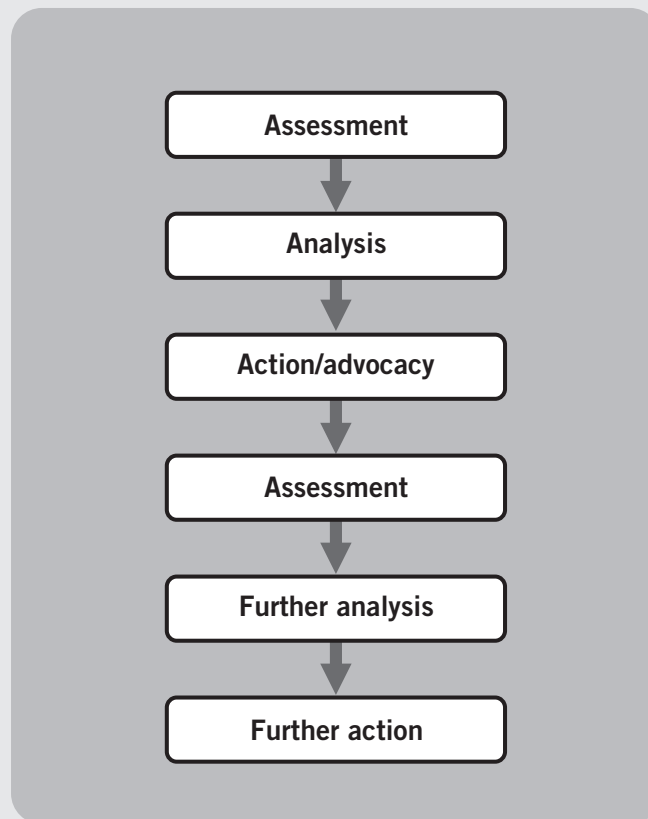
- integrated,
- planned, and
- influential.





The following boxes outline these three aspects:

Advocacy – An integrated approach



Checklist for preparing an advocacy plan

- 1. Identify overall objective and subsidiary objectives.
- 2. Prioritize objectives: short, medium and longer term and set time-frames.
- 3. Work out how advocacy interacts with other programme activities.
- 4. Identify target audiences for advocacy.
- 5. Set measurable goals and work out how to monitor progress.
- 6. Ensure you have adequate information on which to proceed.
- 7. Select advocacy strategies, combining approaches within available skills and resources.
- 8. Approach partners to build an alliance and strengthen advocacy base.
- 9. Develop advocacy messages and begin preparation of materials.
- 10. Finalize advocacy plan, including time-bound targets, with partners; build in a review and revision process based on results.



How to influence others

Strategies for advocacy with community:

Direct approach:

- community dialogues in which parents, workers, employers take part;
- use of non-formal adult education venues, health services, women's group meetings, community meetings, etc. to open up dialogue;
- small dramas and plays at schools and public gatherings where parents and community attend, e.g. local festivals; and
- counselling parents and teachers about current issues and problems.

Indirect approaches:

- involvement of religious leaders and other important community figures, e.g. village chiefs;
- use of radio air time in local languages;
- support programmes in schools, i.e. no fees, counsellors, etc.; and
- promote community schemes for income generation to improve family situations and reduce the need to send children out to work.

Strategies for advocacy with employers:

Direct approach:

- arrange meetings with employers that are non-threatening;
- initiate a service – such as a learning centre – and invite employers to cooperate.

(NB: Ensure that you have key information, i.e. existing laws concerning work and children's rights)

Indirect approach:

- stories and opinions in papers;
- abuse cases in court;
- obtain endorsement from better treatment of workers and removal of under-age workers, especially in hazardous positions;
- campaign for a code of practice concerning child workers.

Source: M. Black: *A handbook on advocacy: Child domestic workers – finding a voice* (Anti-slavery International, 2002).

2. Examples of advocacy strategies by PTAs or SMCs

To increase the enrolment and retention of (working) children into schools, the PTA/SMC could:

- hold regular meetings, develop plans and outputs with time-frames and designate persons responsible;
- coordinate house-to-house campaigns;
- organize school cultural and sporting activities;
- arrange “open days” for parents to visit and for special awards to motivate children;
- provide recreational facilities in the school grounds and adults to teach/supervise children;
- discuss needy children within the community and how to support them, i.e. fund-raising activities and projects and/or approaches to agencies for support;
- work with other agencies or systems to identify children who are not in school and/or at risk of drop-out, e.g. CLM persons/committees, civic unions, church-based groups, local NGOs and CBOs, etc.;
- make announcements about enrolment, and government policies such as compulsory basic education, no school fees and capitation grants, etc.; and
- enact by-laws to deal with parents who refuse to send children to school.

ANNEXES

Annexes

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Annex I: Teaching techniques

Brainstorming

Brainstorming is used when you want lots of ideas about a topic in a short time or when you need lots of information. All participants should contribute to the discussion and it should promote spontaneity, with all ideas being accepted. There should be no judgement on ideas offered.

After the initial brainstorming session, categorization of ideas into groups, main points outlined and/or the further use of the ideas in a follow-on activity should be carried out.

Use brainstorming to:

- generate a lot of ideas quickly and
- involve all participants.

Steps for brainstorming:

- Go through brainstorming rules if this is the first time you are using this technique and/or if participants forget (see the box below).
- Write a phrase or word on the board and ask participants to state words or short phrases they think of in response to this.
- Accept all answers and write them on the board (this does not need to be in a list form – they can be written randomly).
- Categorize as you add to the words, or do this when you have finished getting all participant responses.

Brainstorming rules:

- All ideas are accepted.
- Say the first thing you think of.
- No criticism is allowed.
- Short responses.
- Build on or expand any of the ideas as you go.
- Give a time limit to keep everyone on task and to encourage active participation (approx. 5-15 minutes.)

Group work

Learners share their experiences and ideas in order to complete a task or solve a problem. Small group work usually works best for groups of 4-6 persons. Group work allows for active participation and everyone should be encouraged to take part.

Use group work to:

- allow learners to present their ideas in a small group setting;
- increase problem-solving and alternative ways of looking at or doing things;
- allow learners to learn from each other;
- give learners a greater sense of responsibility in the learning process;
- promote team-work; and
- help learners clarify personal values and opinions.

Steps for doing group work:

- ➔ Provide description or instructions of activity to be done or for a problem to be discussed.
- ➔ Arrange learners in groups.
- ➔ Assign tasks regarding what should be discussed in the group.
- ➔ Make sure everyone understands the task and the time allowed for the activity.
- ➔ Ask groups to decide and agree on some key roles, i.e. recorder, speaker, writer, timekeeper, etc.
- ➔ Give the time allocated to the groups.
- ➔ Ask each group to report to the larger group/plenary.
- ➔ Identify the key points and lessons learned.

Ways to divide learners into groups:

A group can be from three up to eight people.

The following are some examples in forming groups:

- Count off – if you want to divide into approximately equal numbers, do a count off. Simply count off five (or six) people into groups around the room (alternatively, use A, B, C, etc.).
- Personal choice – group participants according to the colour of their clothes so that you have groups of four or five.
- Learning styles – ask everyone's preferred learning style and ask them to make groups.
- Age – group people according to an age range, i.e. 20-30 year-olds, 31-40 year-olds, 41-50 year-olds for adults OR 6-8 year-olds, 9-11 year-olds, 12-14 year-olds, etc. for children.
- Choice – if there is a choice of activity, group people accordingly. BUT make sure there are fairly even numbers of people in each group (Note: some people may be asked for their "second choice")
- Random selection (1) – put a series of different coloured papers into a container. Hold the container above each person's head and ask them to select one. Each colour, i.e. red, blue, yellow, green and orange, now meet as a group.
- Random selection (2) – put a series of activities into a container (replicated). Hold the container above each person's head and ask them to select one. According to the activity they selected, move into that group. (Note: just using numbers 1-5 for example, works just as well. Then the number corresponds to an activity)
- Friendship or 'community/social' groups – allow participants the choice to work with friends, peers, colleagues, etc. in the same group. This often works for consensus, planning and follow up of activities, as well as accountability.

Remember:

- Always give instructions as to what you want the group to do **before** you form the groups.
- Make sure you give a timeframe **before** you group participants.
- Group participants quickly and get them started on their activity.
- Support the group work by being available and going around to each group to see how they are progressing and/or if they need assistance.
- If you want a variety of ideas, a large group often works best. But if you need consensus and agreed upon details, a smaller group usually works better.

Pair work

In pairs (groups of two), learners share their experiences and ideas in order to complete a task or solve a problem. Pair work allows for active participation, sharing ideas in a “safe” environment and being able to learn from each other (especially if the learners are friends or colleagues).

Use pair work to:

- Allow learners to discuss their own ideas and learn from each other with little potential of fear or dominance.
- Promote collaborative learning together.
- Develop a close working relationship and enhance self-concept.
- Allow one learner to share his/her knowledge with another (peer-teaching can also be used).
- Give learners a greater sense of responsibility in the learning process.
- Increase time spent on task.

Steps for doing pair work:

- ➔ Provide description or instructions of activity to be done or for a problem to be discussed.
- ➔ Allow learners to choose their own partner (or in some cases, pairs can be allocated – depending on the activity and objectives).
- ➔ Make sure everyone understands the task and the time allowed for the activity.
- ➔ Allow pairs to decide how they present their response (output) from a range of choices presented to them, or allocate a particular response required (depending on the objectives).

Note: *Often the speed of progress is more rapid in close collaborative work than it is from teaching to the whole class.*

Role play

In role play, two or more individuals take part in a small drama based on the activity. Role play can be used to build knowledge, develop skills and change attitudes.

Use role play to:

- help change attitudes of learners;
- enable people to see the consequences of their actions on others;
- provide opportunity for learners to see how others might feel/behave in given situations; and
- enable learners to explore alternative approaches to problem-solving.

Steps for doing role plays:

- Develop the scenario for the role-play.
- Either write brief descriptions of each player's role and/or allow learners to develop these themselves. Set a time limit.
- Practice the role play.
- Introduce the role play activity and allow time for it to take place.
- Others should listen and observe.
- Discuss and share reactions and observations after the role play (ask learners what they have learned).
- Identify the key points and lessons learned.

Demonstration

Demonstrations are practical activities that are useful when teaching a step-by-step procedure. Following a demonstration by the teacher, the learners can actively be involved in trying to do the demonstration themselves.

Use demonstrations to:

- teach specific skills;
- show a step-by-step procedure which otherwise might be difficult for the learners to visualize;
- show cause and effect by conducting the exercise; and
- provide the chance for learners to test their skills.

Steps for doing a demonstration:

- Prepare materials needed for the demonstration.
- Introduce the activity and its purpose.
- Demonstrate.
- Explain the steps carefully.
- Ask learners if they have any questions.
- Learners try the demonstration themselves.
- Identify the key points and lessons learned.

Presentations

Presentations depend more on the teacher for content than any other technique. They are appropriate for giving details as well as new information to large groups. Presentations should not be too long, and should involve learners when and where possible, i.e. in some small activities and/or asking and answering questions and giving ideas, etc.

Use presentations to:

- introduce new subjects;
- provide an overview or analysis; and
- convey facts, details, statistics, etc.

Steps for doing presentations:

- ➔ Prepare an outline for the presentation that has a logical sequence, including all key points to be covered.
- ➔ Prepare any visual or teaching aids, i.e. flip charts, graphs, handouts, etc.
- ➔ Introduce the topic and main points.
- ➔ Give the presentation and cover all key points.
- ➔ Summarize the key points that have been made.
- ➔ Invite the learners to ask questions or offer contributions.

Sources: Some of the above have been adapted from R. Stone: *What's Your Role*, and the INEE in collaboration with UNICEF, UNHCR and UNESCO: *Facilitator Training Manual, Peace Education Programme*.

Annex II: Classroom activities

The following are examples of activities and strategies that encourage awareness of positive diversity in the classroom, inclusive education practices and learner-centred approaches. They can help the teacher better understand his/her students as well as help support their learning. Some activities focus on the working child's environment as well as exploring individual feelings and points of view. The activities can be used as they are or adapted to suit the context or for specific lesson objectives.

Note: The activities are not in any particular order.

Activity 1: Raising awareness of working children

With your class, ask them what work they do – either at home or outside. Ask children to work in small groups or in pairs and talk about the work they do, the tasks they are expected to help with, etc.

Ask them to discuss:

- how long it takes them to do these tasks;
- if it sometimes stops them from completing their homework;
- if it sometimes stops them from coming to school.

With your class, ask them do they know children who work in the community and who do not attend school. Ask questions such as:

- What kind of work do they do?
- Is the work dangerous? Why?
- Should children be doing this work?
- What type of activities do you think a working child misses out on?
- Who should help these children and in what ways?
- How can you help these children come to school?

Activity 2: Children's rights

Ask children if they have heard of "children's rights". What are they?

Explain in simple terms what children's rights are.

Ask children to work in small groups or in pairs to discuss the following:

- Do you feel that you enjoy your basic rights?
- If not, which rights do you feel you don't have?
- Do you think you can do anything – as a group – to change the situation?
- How?

Bring children together to share some of their responses.

In the larger group, now ask them:

- Which basic rights do you think child labourers do not have?
- How do you think their lives might change if they did have these rights?
- How and who can help child labourers achieve their rights?

In small groups, ask children to think about what could be done to promote all rights of children?

Activity 3: Likes and dislikes

Work with children in pairs. Ask them to draw up a list of their school “likes” and “dislikes”. Use the box below to guide them. Ask them to be as honest as they can.

I like school because:	I dislike school because:
● ● ● ●	● ● ● ●

Discuss briefly with children how the likes could turn into dislikes and how the dislikes could turn into likes. In their pairs, ask children to turn five of their dislikes into likes.

Give all children a piece of paper and a pencil and ask them to draw a picture of their ideal school based on what they have done today on likes and dislikes.

Exhibit children’s drawings in the classroom or notice-board.

Activity 4: Setting appropriate classroom rules

This should be done by the teacher and the pupils at the beginning of the school semester so that everyone takes part, agrees with the rules set and also takes responsibility for keeping the classroom rules so that everyone can learn.

Note: *If pupils take part in such an activity they are more likely to respect the classroom rules and be accountable for their own behaviour.*

Work with children to prioritize what makes a good classroom environment. For example, they may say:

- a chance to speak and for others to listen;
- not to be bullied (verbal or physical) by others;
- to be able to say, I don't understand something and not be laughed at or ignored;
- to have a textbook;
- etc.

Work with children to say and write these rules in a positive way.

For example (based on the above):

In our classroom:

- we respect other's opinions and contributions;
- we listen to others when they speak (we should take turns speaking);
- we treat others as we would like them to treat us;
- we help others when they need it;
- we share our textbooks and other school materials; and
- etc.

When this is done, discuss with children, their responsibilities (and yours, as the teacher), as well as the consequences.

Try and limit the number of rules to about six and to keep them short so that everyone can remember them.

Display the rules somewhere in the classroom so that everyone can see them.

Note: *Rules only work, if they are agreed upon, respected and considered at all times.*

Activity 5: Self-awareness

Discuss with students what is meant by “self-awareness”.

Ask children to write words, draw pictures and/or symbols to make statements about their own self-awareness. Encourage children to be creative in this.

Give children a piece of paper and ask them to write “self-awareness” in big letters anywhere on the page, and then to look at the following questions and write or draw about these on their piece of paper: For example:

- My talents . . .
- These things are important to me . . .
- I believe in . . .
- My values are . . .
- How do I feel about myself . . .
- Who am I . . .
- What are my interests . . .
- What is special about me . . .

Ask children to share some of their responses with a partner or with the whole class.

Note: *Verbal sharing of this information should be voluntary.*

Activity 6: Emotions

Being aware of how emotions influence behaviour and being able to respond to emotions appropriately is an essential part of development.

Ask children to write and complete the following sentences and then illustrate their responses:

- When I am angry I . . .
- When I am sad I . . .
- When I am happy I . . .

Help the children who respond in a negative way, to look at other ways of dealing with emotions and support them to try these alternative ways, next time.

Activity 7: Feelings

The following is a series of short activities you can do with your class to allow students to explore their feelings. You don't have to do all the activities – you can select which ones are more appropriate, or do a different one each day for a week (for example).

Ask the students what they think “feelings” are.

Build on their responses from the information below.

Feelings let us know . . .

- what is happening,
- what we want,
- what is important to us.

Feelings are like a thermometer – for example:

- glad
 - happy
 - feeling good
 - OK
 - so-so
 - unhappy
 - sad
 - angry

Pay attention to your feelings inside you. Listen to your feelings. They tell you when you need to take care of yourself, like finding a friend if you feel lonely, crying if you feel sad, singing and smiling if you feel happy.

Sometimes we pretend not to feel, but we still have feelings anyway. Below are some strong feelings that everyone has once in a while.

Put a next to the ones you are feeling today.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> I feel lonely | <input type="checkbox"/> I feel happy |
| <input type="checkbox"/> I feel like being with my friends | <input type="checkbox"/> I feel angry |
| <input type="checkbox"/> I feel sad | <input type="checkbox"/> I feel tired |

If someone you love is hurt, leaves or dies, being full of pain and grief is OK.

Boys and girls, men and women . . . all have feelings . . . and all need to be able to cry once in a while.

It's OK to show your feelings !

Let yourself feel even the hard feelings, because . . .
Holding them back and pushing them down inside just
Makes them stay . . . and stay . . . and stay . . .
And keep hurting.
Let out the hurt feelings as fast as you can!
You don't need to hold on to them.
Let go of them so that they can leave.

A lot of people like to pretend that some feelings aren't there.

A favourite one to pretend away is ANGER.

Write down or draw some other feelings that people don't like to talk about.

Anger is an OK feeling . . .
It tells you good things about yourself, like . . .
. . . how you want to be treated . . .
. . . what you think fair is . . .
. . . things that you think are important . . .
Write down or draw some of the things your anger helps you to know about yourself.

Remember:

Anger that is saved . . . and saved . . . and saved,

- may explode into violence . . .
- may cause you to be sick . . .
- may lead you to hurt others . . . (either with words or with fists).

Inside . . . your feelings help you to know what is right for you.

Feelings help you to decide what . . .

- to do
- to say
- to try
- to like
- to not like

Feelings are good friends!

Feeling talk:

Feeling talk is saying what you feel or think without hurting or upsetting others.

Talking about feelings hurts no one.

If I say, "I am angry", that doesn't hurt you.

If I say, "I am lonely", that lets you know me better.

The secret is to start by saying . . .

- I think
- I feel
- I want

I think, I feel, I want game:

- Ask a friend to be your partner
- Sit facing your friend
- Talk with your friend, starting each sentence with either I think, I feel, or I want.
- Share with your partner how it feels to talk starting each sentence with "I".
- What happened? Did you learn anything new about yourself? What kinds of things did you learn?

Another secret to good feeling talk is NOT to say to another person "You are . . . (dumb, stupid, mean, dirty)", or "You did it . . ." or "You make me mad".

When you are mad, talk about how YOU FEEL and maybe why you feel that way, but NOT about other people.

Calling others names makes THEM feel bad, or upset, or mad at you.

→ What happens to YOU when someone calls you a name?

→ How do you feel when someone gets mad at you?

List some feeling words under the headings:

Good feelings	OK feelings	Bad feelings

Sometimes it feels scary to say your feelings to adults, so it can help to practice “feeling talk” with a friend. Pretend your friend is your mother, father, teacher, principal, or other adult. Tell the pretend adult . . .

- how you feel about him or her;
- how you feel about something very important to you such as sadness, something that hurts you that the adult does or says, a feeling of love, or a problem with a friend, that you think a rule is unfair, or about a real life situation that is bothering you.

Sharing game:

- Ask a friend or family member to be your partner.
- Sit facing each other.
- Take turns telling each other the things you like about each other.
- Take turns telling each other the things you like about yourself.
- Be sure to listen to each other.

The difference game:

- Sit down with your friend.
- Tell the things about you that are different from your friend.
- Ask your friend to tell you the things that are different from you.
- Ask your friend the things he or she likes about you.
- Tell what you like about your friend.

Mistakes:

Allow yourself to make mistakes.

Sometimes you may feel badly for making a mistake.

BUT the most important thing is to fix your mistakes!

Allow yourself to think of mistakes as a way of learning how to do things better. Then making a mistake can be OK. Also, remember that it is not fair to others or to yourself to use “I made a mistake” as an EXCUSE for being careless, or for not doing your job, or for hurting others.

- List a few mistakes that taught you something.
- Did you fix them?

Be happy!

Allowing yourself to be happy causes happy things to happen to you. “Nice thoughts colour your life happy colours”. Being nice to yourself, being your own good friend, helps others to be nice to you too, and to be your friend.

Draw a picture of yourself with happy colours.

Let go of the idea that someone doesn't like you . . you are bad . . .or you have failed.

Let go of the idea that in order to be liked you have to do what someone else wants you to do.

Remember:

If you spend all your time doing what others want you to do . . .
You will never get a chance to be YOURSELF!

Activity 8: I have, I am, I can

This activity aims to build up resilience and outlook towards life. It allows the student to look at the external support they have, their own confidence in themselves, as well as ways of dealing with things that affect them personally. The teacher can support learners to look at the positives as well as their inner strengths and what they can do.

Everyone should first think by themselves and write down a few comments on the following:

- I have
- I am
- I can

I have refers to external support you have and resources, i.e. from family and friends.

I am refers to your own self-confidence, abilities and inner personal strength.

I can refers to things you can do to change or look at things in a better way. It looks at social and interpersonal skills.

The teacher may need to give some examples to prompt students to think of their own personal ideas, such as:

- ➔ I have good friends; I have energy; etc.
- ➔ I am courageous; I am willing to learn; etc.
- ➔ I can make choices; I can look at the positive side of the situation; etc.

Give time to allow students to really think about these from their own perspective.

In small groups, share one or two thoughts you put down for two of the three aspects – I have, I am, I can. Listen carefully to other's ideas and thoughts as well.

Make larger groups, by joining two groups together, and ask this larger group to discuss:

- Which was the hardest to think of – I have, I am, I can?
- Why?
- What was good about this activity?

Bring everyone together and share a few answers from the larger group discussions that just took place.

Activity 9: Learner conference

A learner conference is something that the teacher should aim to complete with each pupil twice a year. It is a series of short questions to help the pupil think about themselves and their achievements as well as to allow the teacher a better understanding of the pupil and therefore how better to support them in their learning.

Examples of questions are as follows:

- What do you think about school?
- What is your favourite subject? Why?
- What have you improved this term?
- What do you need help with?
- What are you best at?
- How would you rate your learning?
- What can you do to improve your learning?

Activity 10: Motivation – a self-questionnaire

The teacher can use this questionnaire to help students understand their own motivation, as well as to plan how they can change or further develop their positive motivation. It is also a useful tool for the teacher to pay particular attention to those who require more support.

Give a handout to the pupils or write the main headings on the board. Be sure to discuss with them, some examples to start with, but encourage them to think of more. It might be helpful to give this activity to pupils in pairs so that they can discuss some of their responses.

I get motivated by:

Feeling valued, for example by-

- being asked for my opinions
- regular checks on how my work is going
-
-
-

I get motivated by:

Having achievements recognized, for example by-

- praise for special efforts by the teacher
- being asked to tell others what I have done
-
-
-

I get motivated by:

Facing challenges, for example by-

- opportunities to take on extra responsibilities
- being given time to experiment or explore ideas
-
-
-

Improvement plan

Now that you have reflected on what motivates you, make a simple plan of action you can take to improve your motivation and learning.

From tomorrow, I will:

Stop

Start

Keep doing

Activity 11: Student Development Plan

The teacher can use this in several ways:

- as an approach to the whole class;
- as a one-to-one with particular pupils;
- to allow groups of pupils to come up with their own plan for a particular behaviour, etc.

The behaviour to be encouraged can also be changed depending on the situation.

Social behaviour to be encouraged	Ways to build on the pupil's skills in this area

Note: For further ideas, refer also to Ministry of Education, Curriculum Research and Development Division, Ghana Education Service: *Manual for Teaching Psychosocial Life Skills* (2002); and IPEC: *Child Labour: An information kit for teachers, educators and their organizations* (Geneva, ILO, 1998).

Annex III: Facilitation notes and guidelines

The following offer some key points for facilitators, trainers and/or teachers when implementing workshops, trainings or in the classroom. They can be adapted according to the context.

1. Planning a session/lesson

There are five key components in any session or lesson.

Preparation

Preparation is most important. It is essential that you know why you are teaching (or training) a particular topic and what you are teaching (or training) in a session. You should be confident in knowledge and be able to facilitate a discussion, have questions ready and be enthusiastic and interested in the topic.

This does NOT mean you need to know everything – it is OK to say, “I’m not sure” or “I don’t know, but I will find out for you if I can”, etc. Being prepared also means making sure you have all you need including materials and other teaching aids **before** the session.

Introduction

You need to focus the group’s attention on what they are going to learn, pointing out the main aspects (objectives) of the session.

New content

Introduce the new content and link or relate it to the knowledge and understanding that the group already has. Apply the new knowledge using an activity(ies). Give clear information and explanations about what the group will be doing and allow questions to clarify points.

Revision

This part reinforces what the group has learnt. It helps promote understanding and consolidation of ideas and concepts that have been learnt. It also provides you with feedback if some learners did not understand some parts and then for you to assist them in particular areas. Good questioning skills are essential.

Conclusion

This is a summary or ending of the session, where the links between the activity and the concepts are made clear and the group is aware of what they have learned.

Source: Adapted from INEE: *Facilitator Training Manual, Peace Education Programme* (2001).

2. Questioning skills

There are many ways of asking questions – some will support learning, others will reinforce rote learning, which does not encourage critical and analytical thinking.

The role of questioning is to make learners/participants ‘think’ and to promote their memory of this.

Questions can be open or closed:

- closed – usually require a yes/no or single correct response
- open – use what, why, when, where, how . . . ?

Questions can either:

- make learners try to remember the facts (which can be answered without understanding); or
- make learners think about the actual subject and content (which can be answered if they understand the subject material).

Questions less likely to aid learning are those that require:

- yes/no answers;
- straight recall of facts;
- recitation of part of the paragraph/sentence, etc.

Questions more likely to aid learning are those that require thinking, discussion, problem solving and/or analysis.

Some examples of types of questions:

Questions that ask learners to recall facts:

- What are the names of . . . ?
- How many classifications are there?
- Where can these be found?

Questions that ask learners to re-state information in their own words:

- Tell me how you did it?
- Describe what you saw when . . . ?
- What was the story/scenario was about . . . ?
- Explain what you now think are the causes of . . . ?

Questions that ask learners to analyze something:

- Why did this happen?
- In what ways are the two characters alike?
- In what ways are the two characters different?

Questions that ask learners to apply information to a particular situation:

- How would you use this method on . . . (state another problem / situation)?
- What would happen if these conditions/situation were changed?

Questions that ask learners to extract a general principle from several examples:

- What is the relationship between these things?
- What are the common aspects of these?

Questions that ask learners to make judgments or evaluate things:

- What do you think is better – why?
- Why aren't the others as good?
- What do you think are the advantages and disadvantages of these – why?

Note: You need to use a variety of questioning techniques – focusing on one technique only prevents creativity, analysis and 'real' learning.

3. Ways to motivate learners/participants

- Show a real interest in each and every participant/learner in the class and encourage them in their learning.
- Create positive expectations of participants/learners by stating clear objectives.
- Use a variety of teaching strategies to maintain participant/learner interest
- Use a variety of different ways in which participants can work, e.g.
 - individual tasks;
 - in pairs;
 - small groups;
 - whole class.
- Give participants/learners a time-limit to complete their work, BUT also emphasize quality, effort and care of work.
- Assist each participant/learner and encourage him/her as individuals to achieve their best and to work hard – build confidence by setting realistic goals and providing appropriate praise/rewards for those who make efforts to achieve those goals.
- Provide opportunities for participants/learners to use learning in their daily lives, including problem solving and critical thinking.
- Model good qualities of a facilitator, trainer or teacher, for example:
 - be enthusiastic and active;
 - be committed and interested in what the participants/learners are actually doing;
 - listen carefully to what participants/learners say and allow them time to do activities;
 - learn from others in the group/class.
- Use energizers appropriately.

4. Additional notes on facilitation skills

A facilitator needs to have skills in:

- making a group relax, participate and laugh;
- listening to what is being said by others (as well as what is 'not being said');
- being able to understand another's point of view;
- assisting others to reflect, ask questions and develop plans and initiatives; and
- being efficient and willing in organisation and administration of the workshop.

Ensure you:

- have an overview of the aims and objectives and are well prepared;
- include all participants – both men and women (boys and girls) – as participants and leaders;
- are aware of your own biases or prejudices and do not allow these to influence the workshop or participants.

The role of the facilitator is to:

- explain the purpose of the discussion/meeting/workshop;
- assure the group that their views, ideas and suggestions are of value and are important;
- introduce questions/activities to initiate direction of discussion(s);
- listen to, remember and build on facts emerging from the group discussion;
- encourage the discussion without interrupting and try to ensure that everyone is given the opportunity to participate;
- encourage group members to respond to questions, to answer each other's questions and to talk as openly as possible;
- summarize the discussion at the end but try not to pass judgment;
- ask the group for their suggestions about how to proceed after the discussion;
- establish 'action points' and time-frames for activities suggested; and
- decide upon who is responsible for coordination, implementation and follow-up of the next steps.

Annex IV: Energizers

The following are a few examples of energizers. An energizer is something the facilitator, trainer or teacher can use in a number of ways:

- to motivate the learners at the start of a session or lesson;
- as a break during the session if it has been intensive with everyone concentrating for a long period of time;
- as a break between sessions or lessons.

An energizer is a short activity and should be used appropriately to motivate, re-energize or regain energy to continue with a task, or to move on to a new activity.

Note: *Over-use of energizers should be avoided as this will have the opposite effect and distract learners from the task at hand.*

Colours

- Everyone sits in a circle.
- The facilitator asks “What colour would you use to describe the person on your left?” and begins the game him/herself – i.e. “I call you yellow because you are always so sunny and cheerful.”
- Each person goes in turn around the circle.

Story energizer

The facilitator/teacher tells a story to participants/learners. Before beginning, the class is divided into three groups (for example, one group are the community, one group are the teachers, one group are children). The story needs to mention these three groups of people starting at regular spaces in the story and then building up so that the community, teachers and children are mentioned very closely together in the story. Each time the particular group hears their “name” when the story is being told, they must stand up then sit down together (quickly). This is a short, fun activity to get people listening and moving.

Animal association

- Present a grid with different pictures of animals (i.e. 6).
- Each person chooses the one which best describes him/her.
- Share with a partner and explain why you are like that animal.
- In the larger group, each person gives feedback about their partner – their chosen animal and why they are like that particular animal.

Folding paper

- Give everyone a piece of paper – A4 size works well.
- Tell everyone there are two rules – each person must close their eyes – they must not ask questions.
- Give the participants the following instructions:
 - Fold paper in half and tear off the bottom right corner.
 - Again fold paper in half and tear off the top right hand corner.
 - Again fold in half and tear off the bottom left corner.
 - Again fold in half and tear off the top left corner.
- Ask everyone to open their eyes and display their unfolded paper.
- Discuss with participants what has happened – i.e. clear communication, thinking, understanding, etc.

You're OK

- Everyone sits in a circle.
- Each person has a card and writes his/her name on top of it.
- Pass cards from right to left around the circle – ask everyone to write down one positive comment about the individual whose name is on top of the card (this can be a word/phrase/sentence, etc.).
- Return the filled cards to each person named on the top of the card.

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Websites

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- <http://psychology.about.com/library> and <http://web.worldbank.org>
- <http://www.ilo.org/childlabour>
- <http://www.ilo.org/dyn/natlex>
- <http://www.ilo.org/public/english/standards/ipec/index.htm>
- <http://www.ldpride.net/learningstyles>
- <http://www.unesco.org>
- <http://www.wctsme.org>

For further information:

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