



©Romano/Stolen Childhoods

©Romano/Stolen Childhoods

How do we get people in different international organizations to ‘play better together’?

There is no doubt that children have something to teach the adults in global institutions about how to function as a team.

A shift of just one percent of young Americans’ purchasing power to the developing world would equal \$2 billion toward the needs of our friends abroad. That potential contribution, combined with the resources of local communities, could educate, employ, feed, vaccinate, and house millions.

Teachers and young people are central to ICCLE’s intervention strategy:

- Building knowledge of global child labor issues by empowering young people and equipping educators with the skills and resources needed to teach their students about child labor.
- Policy intervention to harmonize efforts to eliminate child labor, achieve Education for All, and reduce poverty.

International Center on Child Labor and Education

The International Center on Child Labor and Education (ICCLE) is an independent 501(c)3 non-profit organization working to mobilize worldwide efforts to protect and promote the rights of all children to be free from economic exploitation and to receive a free and meaningful education.

Contact ICCLE

The International Center on Child Labor and Education
1925 K Street, NW, Suite 300 | Washington, DC 20006
Tel: 202.778.6355 | www.knowchildlabor.org

Sudhanshu Joshi, Executive Director, sjoshi@iccle.org
Beth Lindley, Deputy Director, blindley@iccle.org

Support for the Youth Network is provided by Stichting Kinderpostzegels Nederland. Funding for this brochure was provided by the United States Department of Labor.



Teachers Make A Difference



“Through teaching about child labor, my students have taught me how deeply they care and how willing they are to initiate action for their peers globally.”

—Mr. Ron Adams, Teacher,
Broad Meadows Middle School, Quincy, MA

“It’s a natural. It’s directly relevant to the lives of young people.”

—Tim Kipp, Teacher,
Brattleboro Union High School, Brattleboro, VT

Say know to child labor.

Because **knowledge** works wonders.



Every morning Amy has breakfast, plays with her dog and goes to school.

Every morning Atin misses breakfast, works like a dog and dreams of going to school.

©Romano/Stolen Childhoods

¹Investing in Every Child: An Economic Study of the Costs and Benefits of Eliminating Child Labor, International Labor Organization, 2004, p. 4.

²Investing in Every Child: An Economic Study of the Costs and Benefits of Eliminating Child Labor, International Labor Organization, 2004, p. 12, available from http://www.ilo.org/public/english/standards/ipecc/publ/download/2003_12_investingchild.pdf; Internet accessed March 2005.

³http://portal.unesco.org/education/en/ev.php-URL_ID=30875&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html



©Romana Hugmark

There are approximately 246 million children from the ages of 5–17 in child labor worldwide. This is nearly the size of the U.S. population of more than 293 million!

Strikingly, nearly 110 million of these children are less than 12 years old. Child labor perpetuates poverty and is linked to other ills, such as illiteracy and conflicts.

Worldwide, about 103 million children of primary-school age were out of school in 2001. Most of them, 57 percent, are girls.

Why eliminate child labor?

- Many human rights issues can be addressed by redirecting millions of child laborers to school.
- The elimination of child labor is key to achieving half of the eight UN Millennium Development Goals (in addition to world peace and security):
 1. **Eradicate extreme poverty** and hunger
 2. **Achieve universal primary education** by 2015
 3. **Promote gender equality** and empower women (specifically, eliminating gender disparity in primary and secondary education by 2005, and at all levels by 2015)
 4. **Combat HIV/AIDS**, malaria and other diseases
- Child labor is one of the largest barriers to achieving Education for All.
- Globally, the economic benefits of eliminating child labor and replacing it with universal education exceed costs by a ratio of 6.7 to 1.¹
- Each extra year of universal schooling through age 14 results in an additional 11 percent of future earnings per year, yielding global benefits of just over \$5 trillion.²
- Lack of education is critically linked to HIV/AIDS. Did you know that Universal Primary Education (UPE) could save at least seven million young people from contracting HIV over a decade?³



What can I do to help?

- Organize a local workshop on global child labor issues. Invite teachers from other schools to attend.
- Include child labor in your school's curriculum or become the teacher-advisor for an after-school club.
- Educate yourself about child labor.
- Visit www.knowchildlabor.org, where you will discover:
 1. **Child Labor Resources**, including (but not limited to):
 - Exploitation of Children*, by Judith Ennew, 1997. Target audience: Grades 4–6 (ages 9–11)
 - Face the Facts: Child Labor*, by Kaye Stearman, 2003. Target audience: Grades 6–8 (ages 11–13)
 - Listen to Us: The World's Working Children*, by Jane Springer, 1997. Target audience: Grades 7 (age 12) and up
 - SCREAM—Stop Child Labor Education Packet, ILO, 2002. Target audience: Teachers of grades 10–12 (ages 15–18)
 - Child Labor Module Series, UICHR, 2004. Target audience: Teachers of grades 5 (age 10) and up
 2. **True stories** of former child laborers and Youth Action Plans and outcomes.
 3. **Case studies** of good practices to rehabilitate, educate and empower child laborers.
 4. **Youth Toolkit** on how to start a CHEER Action Group, Children Helping to Educate (each other and their communities), Eliminate (child labor), and Respond (CHEER).
 5. **Youth Forum**, and more...
- Support child participation and promote youth leadership on global child labor issues. Tell your students about the e-newsletter, Youth Network for Children's Rights.
- Encourage students to fill out an activity log at www.knowchildlabor.org every time they set a goal to take action on a child labor issue, or complete an action, so that ICCLE can disseminate and promote it.