



Ali, Age: 16, Country: Jordan

Ali's Story

The Impact of Child Labor

LESSON PLANS FOR HIGH SCHOOL STUDENTS

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Ali's Story

Unit Overview

SUBJECT: Social Studies

LEVEL: High School

Unit Overview

Ali's Story is designed to use with high school students. The content can be adapted for use with older or younger students. The 2 days' lessons are designed to:

1. Raise awareness of the impact of child labor on the lives of young people
2. Increase students' understanding of the difference between acceptable and unacceptable forms of work for children
3. Explore solutions and programs that can help end abusive forms of child labor

Tip!

Teachers' Tip

While this unit was designed to be done over two consecutive days, feel free to customize it to fit your curriculum and class schedule.

Lesson 1: By interviewing each other, students will explore the meaning of work in their own lives. Through print and video stories, students will learn about the daily life of Ali, a 16-year-old who works in a restaurant in Jordan. Next, students will brainstorm program ideas that address the issues of child labor. Finally, students will make a list of arguments for and against child labor, in preparation for a debate.

Lesson 2: Students will debate the pros and cons of child labor. They will read about a number of approaches to combating child labor. They will also examine statistical data and use it to draw conclusions about the relationship between education and child labor, and the impact of child labor on society.

Background

According to UNICEF and the International Labor Organization (ILO), an estimated 246 million children between the ages of 5 and 17 are engaged in child labor. Nearly 30% of all working children are younger than 10 years old.

According to UNICEF's 1997 *State of the World's Children* report (see www.unicefusa.org/teachunicef/ali2), child labor is exploitative if it involves:

Tip!**Teachers' Tip**

Information on sexual violence is included as background for the teacher only; it is only briefly mentioned in the materials for students.

Tip!**Teachers' Tip**

Child labor is often “invisible,” as it includes children working in domestic service, in small factories or workshops, and in agricultural fields. More information on working children can be found at: www.unicefusa.org/teachunicef/dli2.

- * Full-time work at too early an age
- * Too many hours devoted to working
- * Work that has undue physical, social, or psychological stress
- * Bad working and living conditions
- * Inadequate pay
- * Too much responsibility
- * Work that limits access to education
- * Work that undermines children’s dignity and self-esteem, such as slavery, bonded labor, or sexual exploitation
- * Work that is harmful to children’s social and psychological development

ILO Convention No. 182 (see www.unicefusa.org/teachunicef/ali2) defines the “worst forms” of child labor as:

- * Slavery and bonded labor
- * The use of children in armed conflict
- * The use of children in prostitution and pornography
- * The use of children in illicit activities such as the drug trade
- * Other forms of work that are likely to harm the health, safety, or morals of children

An estimated 171 million children work in one of these “worst forms” of labor. Examples include mining, working with chemicals and pesticides in agriculture, and working with dangerous machinery.

Working children are less mature than adults and less aware of the risks involved in their work. This makes them especially vulnerable to injury and illness on the job. Children’s right to rest and recreation is often violated by the conditions of their work, which also affects their overall health. Because they work, such children often miss out on an education that would help them find safer occupations as adults—allowing them to break out of the cycle of poverty.

Finding Solutions

Providing safe, accessible, and high-quality education encourages families to send working children to school. However, education programs for working children must take into account the fact that these children often provide essential income for their families. Classes that are designed around the schedules of working children, or that provide stipends to families for lost income, help children pursue learning without jeopardizing the financial security of the family.

A Case Study

Ali's Story focuses on the life of Ali, a 16-year-old boy who works in a restaurant in Jordan.

Across the Middle East and North Africa, an estimated 15% of children work. While the average income per person in Jordan is slightly less than in the region as a whole, Jordan's primary school enrollment/attendance is 99%, compared to 68% for the region. Child health and nutrition and access to water and sanitation are also better than those of the region as a whole.

However, the country is home to 1.8 million Palestinian refugees who have arrived in Jordan since 1948. They live in six refugee camps, where job opportunities are limited and programs for young people are scarce.

Links to information on UNICEF's work in Jordan can be found at: www.unicefusa.org/teachunicef/ali2.

Evaluation/ Assessment

Students will be evaluated based on their:

- * Participation in class discussions
- * Ability to describe the relationship between child labor and poverty
- * Ability to identify main ideas from a text
- * Ability to identify in case studies key interventions that address child labor
- * Ability to interpret statistical tables

Interdisciplinary Connections

Tip!

Teachers' Tip

One case study regarding child labor in the United States is the story of the "Orphan Train Movement," which lasted from 1853 until the early 1900s. New York City's "street children" were sent West by train to be taken in by farm families. While some found loving homes, others were used primarily as a source of labor. For more information, see the links at: www.unicefusa.org/teachunicef/ali2.

Given that *Ali's Story* aligns with the national American History, Mathematics, Language Arts, and Health standards, you may want to team teach the unit with colleagues in those disciplines. Additional interdisciplinary assignments could include:

American History: Have students research the history of child labor in the United States by finding the answers to these questions:

- * How common was child labor in this country 100 years ago?
- * What were conditions like for working children in this country 100 years ago?
- * How do those conditions compare with the situation in many developing countries today?
- * What factors led to the adoption of child labor laws in the United States? How long did this process take?

- * How does the process of ending child labor in the United States compare with the current process in developing countries?

Biology/Health: Invite students to find out more about the health risks of child labor. Examples of subjects include:

- * Damage to children’s spines from carrying heavy loads (a risk for children who work in mines, quarries, or construction)
- * Risks from inhaling hazardous dust, particles, chemicals, and pesticides (a risk for children employed at mines, factories, and farms)

Foreign Languages (French, Spanish): Ask students to read the summary of discussions on child labor from the UNICEF *Voices of Youth* website. Have students translate the French and Spanish content into English. A link to the site is available at:

www.unicefusa.org/teachunicef/ali2.

English/Language Arts:

Students can develop their own script for a two-minute film on young people and work. They should set a purpose for making the film—either to explore the work of young people in the United States or to compare the lives of young people in the United States to those of young people in other countries. Ask these guiding questions:

- * Who is your audience?
- * What are the main points the film should make?
- * What images would help make your points?

Students can conduct an oral history research project on children and work by interviewing their parents and grandparents or other adults. Have students summarize what they learned through the interviews by answering this question:

- * How has children’s work in the United States changed among generations of Americans?

Remind students to ask about the different kinds of work these adults did as children—both within and outside of the home.

Mathematics: Tell students to plot the data on Handout #5 on a multiple-line graph to show the relationship between child labor and education. Students should plot data points for each region on three lines that represent data for child labor percentage, elementary school attendance rate, and high school attendance rate. Students may want to create one graph for girls and one for boys in order to answer:

- * Is there a gender difference in the strength of the relationship between child labor and education?

Service Learning Projects

Tip!

Teachers' Tip

Point out to students that boycotts sometimes have negative effects on child laborers, because they may lose their jobs, causing hardship for their families. The children may end up finding new work that is even more dangerous. Encourage the class to think critically about boycotts.

National Standards

Tip!

Teachers' Tip

The activities in this unit are aligned with the following national standards. *Ali's Story* provides opportunities for teachers to introduce and students to practice and apply the skills listed within each standard. Links to the national standards cited are available at: www.unicefusa.org/teachunicef/ali2.

Regardless of their range and scope, the best Service Learning projects are those developed and initiated by students. The projects can last an afternoon, a weekend, a week, or a month—depending on the goals students set. They can be done on an individual basis, in pairs, or in small groups. In some cases, the project may be so big that an entire class or even the whole school can get involved!

Some possible service learning projects for *Ali's Story* include:

1. Know Your Rights

Students plan and produce informational brochures for the school community that explain local laws regarding work-related rights and regulations for teenagers.

2. Raise Your Voice

Students conduct research to find contact information for their two senators, and congressperson. They research the positions of each of these elected officials regarding free trade agreements as they relate to child labor. Students compose and send letters to their representatives supporting a particular approach for addressing the issue of child labor.

3. At Your Service

Students learn that some work can be good for teenagers by researching volunteer opportunities in their communities that are specially designed for young people. Students can then choose one program to volunteer for—individually, in pairs, or as a group.

NOTE: Before joining a volunteer program, students should pay special attention to the time commitment involved by making a weekly or monthly schedule that incorporates the volunteer work, schoolwork, and team/club commitments.

All TeachUNICEF lesson plans are designed to be in line with national standards. For more detail, refer to the national standards section at the back of this lesson or to the additional resources at: www.teachunicef.org.

Ali's Story



Ali, Age: 16, Country: Jordan

Lesson 1

Children at Work

TOTAL TIME: 45 Minutes

Objectives

To raise students' awareness of:

- * The causes of child labor
- * The effect of work on the lives of children
- * The types of programs that might address the needs of working children

Session Plan

- * OPENING ACTIVITY: 10 Minutes
- * GATHERING THE FACTS: 25 Minutes
- * HOMEWORK: 10 Minutes

Vocabulary

- * Convention
- * Domestic
- * Refugees
- * Rupees
- * Trafficking

Materials Needed/ Setup

Tip!

Teachers' Tip

Don't have a live Internet connection in your classroom?

No Problem! The video files can be downloaded onto a computer and then saved on a USB drive or burned onto a DVD for viewing later!

Opening Activity

Gathering the Facts

Tip!

Teachers' Tip

If necessary, refer to information in the "Background" section of this unit regarding forms of children's work and child labor. You can also refer to UNICEF websites on child labor. Links for those sites can be found at: www.unicefusa.org/teachunicef/ali2.

- * Student copies of Handout #1: "Interview Guide"
- * Pencils/Pens
- * Student copies of Handout #2: "Excerpt: UNICEF Child Protection Information Sheet on Child Labor"
- * World map
- * Computer with Internet access, connected to video display if possible. Bookmark the link for Ali's Video, which can be found at: www.unicefusa.org/teachunicef/ali2
- * Student copies of Handout #3: "Ali's Story"

DIRECTIONS:

1. Ask students to form pairs. Each student should interview his or her partner about the work the partner does in and outside of the home. Students should take notes of the interview on Handout #1, "Interview Guide."
2. When the interviews are done, ask the group the following questions:
 - * How many of you work fewer than 5 hours per week at home? More than 5 hours per week?
 - * How many of you have jobs outside your home?
 - * How many hours do you work outside your home? Less than 5? Less than 10? Less than 15? More than 15?
 - * How many of you enjoy your work at home? Do you enjoy the work you do outside your home?
 - * Do you think working interferes with getting your schoolwork done?

DIRECTIONS:

1. Explain that around the world children do many types of work, both at inside and outside the home, and that some of this work is considered harmful to children.
2. Distribute copies of Handout #2, "Excerpt: UNICEF Child Protection Information Sheet on Child Labor."
3. Have students read the excerpt and answer the questions at the end. Discuss their answers as a group.
4. Ask the class as a whole:
 - * Do you think there are other forms of work that should be classified as "harmful" to children?

Tip!**Teachers' Tip**

You may want to show the video twice, so students can record any points they may have missed on the first viewing.

Tip!**Teachers' Tip**

Handout #3 may raise questions about UNICEF's role in the Middle East. Although UNICEF once had programs in Israel, by 1966 Israel had achieved the goal of many developing nations—attaining the economic wherewithal to care for its children—and notified UNICEF that it no longer required assistance. At that time, Israel also became a donor nation to UNICEF. Links to more information on UNICEF programs in this region can be found at:
www.unicefusa.org/teachunicef/dli2.

Homework**Futher Questions for Discussion**

- * Do you think that some forms of work can be beneficial for children? If so, what are some examples?
5. Explain that this lesson focuses on child labor and the life of a working teenager in Jordan. Have students locate Jordan on a map.
 6. Show *Ali's Story* Video to the class. Then ask:
 - * According to Ali, how many hours per day does he work?
 - * How does this compare with the number of hours students in the class work, in or outside the home?
 - * Why does Ali work?
 - * What might be the impact on his family if Ali did not work?
 - * From what you could see in the video, what skills does Ali use on his job?
 - * What are Ali's main concerns about working so many hours?
 - * Do you think that Ali's work should be considered "harmful" or "hazardous" child labor?
 - * Why do you think Ali says at the end of the video that he is optimistic about his future?
 7. Give out copies of Handout #3, "Ali's Story," to each student. After they have read the story, have students answer the questions that follow the story. Discuss their answers as a group. Ask:
 - * The program Ali participates in allows working children to express their views about their lives. What other needs do working children like Ali have?
 - * What other types of programs might be able to meet those needs?
 8. Record students' views on possible programs. You may want to refer to these in Lesson 2 of this unit.

DIRECTIONS:

1. Have the students form two groups. The first group should make a list of all the arguments they can think of for immediately removing working children from child labor. The second group should make a list of arguments for not removing these children from their jobs. (Let the students know that they'll be giving a 2-minute presentation for a classroom-based debate the next day.)

- * Do you think that child labor helps children break out of the cycle of poverty? Why or why not?

Extension Activities

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as either extra credit or make-up work.

- * In the video, Ali asks, “Am I a child or a man?”
 - Write an essay explaining why Ali asks this question.
 - Answer this question for yourself, “Am I a child or an adult?”
- * Research what international human rights documents say about child labor:
 - The Convention on the Rights of the Child (CRC) refers to child labor in Article 32. You can find links to the full text and a shorter version of the CRC at: www.unicefusa.org/teachunicef/ali2.
 - The International Labor Organization (ILO) has two conventions that relate to child labor. ILO Convention No. 182 defines the “worst” forms of child labor. ILO Convention No. 138 sets minimum age limits and other standards for child labor. Links to the full texts of Convention No. 182 and Convention No. 138 can be found at: www.unicefusa.org/teachunicef/ali2.
- * Take the interactive quiz on child labor at UNICEF’s *Voices of Youth* website. See www.unicefusa.org/teachunicef/ali2 for a link to the site.
- * Research laws on child labor in your state. Focus on these questions:
 - At what age can young people work?
 - How many hours per week are young people of different ages allowed to work?
 - What is the process for getting working papers?
 - What can you do if child labor laws are violated?
- * Research UNICEF’s work in a specific country in the Middle East or North Africa region. You can find links to such information at: www.unicefusa.org/teachunicef/ali2. Share what you’ve learned with the class.

Tip!

Teachers’ Tip

Two of the 47 questions in the UNICEF *Voices of Youth* quiz mention sexual abuse/exploitation as a hazard of child labor. Before referring students to the website, be sure that this material is appropriate for your class.

Lesson 2

Ending Child Labor

TOTAL TIME: 45 Minutes

Objectives

To encourage thinking about consequences and solutions regarding child labor. Students will gain knowledge of the range of approaches that UNICEF takes regarding this complex issue. Students will also analyze and critically assess statistics on the relationship between child labor and education. They will also analyze the costs and benefits of eliminating child labor.

Session Plan

- * OPENING ACTIVITY: 9 Minutes
- * FINDING SOLUTIONS: 18 Minutes
- * ANALYZING DATA: 18 Minutes

Vocabulary

Tip!

Teachers' Tip

Students can fill in definitions as they are covered during class. Or they can look them up, either as you take attendance, or for homework.

- * Canvassing
- * Consequence
- * Domestic
- * Industrialized
- * Monitoring
- * Phenomenon
- * Productivity
- * Rehabilitate
- * Stipend
- * Trafficking
- * Violation

Materials Needed/Setup

- * Student copies of Handout #4: "UNICEF at Work: Approaches to Ending Child Labor"
- * Group copies of Handout #5: "Child Labor and Education"
 - You may want to predetermine the 4 groups in advance, or prep a set of groups on paper for students to "pick" out of a hat or bowl as they enter the classroom.
- * Student copies of Handout #6: "Total Economic Costs and Benefits of Eliminating Child Labor Over the Period 2000-2020"

Opening Activity

DIRECTIONS:

1. Start the class in their homework groups. Give the groups a few minutes to share and summarize their arguments into a 2-minute presentation.

Finding Solutions

Tip!

Teachers' Tip

The goal of this activity is that students share/gather information quickly, not that they develop their presentation skills.

Analyzing Data

Tip!

Teachers' Tip

If necessary, provide students with prompts for the last question in step 3. Ask them to consider the impact of:

- War/Armed conflict
- Natural disasters
- Traditional attitudes
- Lack of legislation or political will

2. Have each group present its arguments.

3. Ask the whole class:

- * Which arguments were most convincing to you? Why?
- * Do the differences in the types of child labor influence your views?
- * Does the age of a child worker influence your views?

DIRECTIONS:

1. Give students copies of Handout #4, "UNICEF at Work: Approaches to Ending Child Labor." Have them read the first page, which describes some of the approaches UNICEF uses to address child labor. Have them note any questions they may have about each approach.

2. Have the students form four groups. Have each group read and discuss one of the descriptions of UNICEF-sponsored programs in different countries. Each group should also answer the question that follows its assigned description.

3. Have each group share the main points of the program they read about. They can do so by:

- * Briefly describing the program
- * Explaining the approach or approaches the program uses
- * Comparing and contrasting the program with the program for Ali in Jordan

DIRECTIONS:

1. Give students copies of Handout #5, "Child Labor and Education."

2. Discuss these questions with the class:

- * What generalizations can you make about the relationship between child labor and education?
- * How might the data in the table be applied to programs for ending child labor?
- * Why do you think data is missing for the industrialized countries?

3. Distribute copies of Handout #6, "Total economic costs and benefits of eliminating child labor over the period 2000–2020." Ask the class:

- * What would be the overall economic impact of eliminating child labor?
- * What do you think might be some non-economic benefits of eliminating child labor?

Futher Questions for Discussion

Extension Activities

Tip!

Teachers' Tip

Immediately removing children from child labor might appear to be a helpful response. However, UNICEF has found that this sometimes results in children working in even more hazardous situations. It may also cause their families to suffer from the loss of the child's income.

- * The figures in the table indicate that ending child labor would have a net economic benefit. If this is true, why do you think many countries find it difficult to eliminate child labor?
- * Senior Advisor on Child Protection for UNICEF Gopalan Balagopal says, "Child labor is something that you can consider both a cause and a consequence of poverty." What do you think Balagopal means by this?

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as either extra credit or make-up work.

- * Use the lesson plan "Himal's Story" at: www.teachunicef.org to explore the impact of armed conflict and poverty on a teen in Nepal.
- * Research the effect of a bill introduced in the U.S. Senate in 1993 that would have banned imports of any products made with child labor. The bill had an immediate effect on child workers in the garment industry in Bangladesh. More information on this—and a solution developed with the help of UNICEF—can be found in *The State of the World's Children, 2007*, on page 60. A link to the report is at: www.unicefusa.org/teachunicef/ali2.
- * Hold a debate on the pros and cons of boycotting products made with child labor. Have students consider other ways that young people might take action on this issue.
- * Find out about one of the following programs designed to address child labor. Report on your findings.
 - Do research on "Rugmark." It is a label for oriental carpets that states the carpets are produced without the use of illegal child labor. In addition, importers of Rugmark carpets agree to pay 1% of the value of the carpets toward schools and training programs for child workers. Find out more about the program's benefits and problems on pages 68–69 of the 1997 *State of the World's Children Report*. See www.unicefusa.org/teachunicef/ali2 for a link to the report.
 - Research the partnership between UNICEF and IKEA that has developed a code of conduct on child labor. This is described on pages 78–79 of the 2006 *State of the World's Children Report*. A link to the report can be found at: www.unicefusa.org/teachunicef/ali2.

Tip!**Teachers' Tip**

The statistical tables on "Child Protection" also contain data on female genital mutilation. Before assigning this activity, view these tables to see whether they are appropriate for your class.

- * Do research on child labor and education in other countries. Go to: www.unicefusa.org/teachunicef/ali2 for a link to a database that you can use to create customized statistical tables by selecting the country and the statistics that you want to use. When prompted to select an indicator category, choose "Child Protection" to see statistics on child labor. Choose "Education" to see statistics on elementary and high school attendance rates. Draw connections between the two categories, and share your findings.

National Standards

The two lessons in this unit align with the following national guidelines for curriculum standards:

World History—Grades 5-12

The 20th Century Since 1945: Promises and Paradoxes

The student in grades 5-12 should understand

- * The search for community, stability, and peace in an interdependent world.
- * Major global trends since World War II.

Economics—Grades 9-12

Scarcity

At the completion of Grade 12, students will know the Grade 4 and Grade 8 benchmarks for this standard, and also understand:

- * Choices made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset the initial effects of the decision.

Role of Incentives

At the completion of Grade 12, students will know the Grade 4 and Grade 8 benchmarks for this standard, and also understand:

- * Acting as consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.

Role of Resources in Determining Income

At the completion of Grade 12, students will know the Grade 4 and Grade 8 benchmarks for this standard, and also understand:

- * Changes in the structure of the economy, the level of gross domestic product, technology, government policies, and discrimination can influence personal income.

Geography—Grades K-12

The World in Spatial Terms

As a result of activities in grades K-12, all students should

- * Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- * Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions

As a result of activities in grades K-12, all students should

- * Understand the physical and human characteristics of places.
- * Understand how culture and experience influence people's perceptions of places and regions.

Human Systems

As a result of activities in grades K-12, all students should

- * Understand the characteristics, distribution, and migration of human populations on Earth's surface.
- * Understand the characteristics, distribution, and complexity of Earth's cultural mosaics.
- * Understand the patterns and networks of economic interdependence on Earth's surface.
- * Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Mathematics—Grades 9-12

Data Analysis and Probability

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer

- * The differences among various kinds of studies and which types of inferences can legitimately be drawn from each.

Communication

Instructional programs from prekindergarten through grade 12 should enable all students to

- * Organize and consolidate mathematical thinking through communication.
- * Communicate mathematical thinking coherently and clearly to peers, teachers, and others.

Connections

Instructional programs from prekindergarten through grade 12 should enable all students to

- * Recognize and apply mathematics in contexts outside of mathematics.

English Language Arts—Grades K-12

Standard 1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and

for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health—Grades 9-12

Health Promotion and Disease Prevention

Students will comprehend concepts related to health promotion and disease prevention—

- * Analyze how behavior can impact health maintenance and disease prevention.
- * Analyze how the family, peers, and community influence the health of individuals.



Ali, Age: 16, Country: Jordan

Ali's Story

Handouts

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Handout #5	Page 27
Handout #6	Page 28

Interview Guide

Directions:

Interview your partner about work he/she does, at home and outside the home. Use these questions as a guide and take notes. You may also add other questions of your own.

1. Do you do chores at home? Yes No

2. If yes, what kinds of chores do you do?

.....

3. About how many hours per week do you spend on chores?

.....

4. Do you get paid to do chores? Yes No

5. Do you work outside the home? Yes No

6. If yes, what kind of work do you do?

.....

7. How many hours per week do you spend at that work?

.....

8. Do you think your pay is fair? Yes No

9. What do you think about the work you do, at home and outside the home?

.....

10. Does working ever get in the way of doing your schoolwork? Yes No

Excerpt: UNICEF Child Protection Information Sheet on Child Labor

“Child labor and the worst forms of child labor, as defined by International Labour Organization (ILO) Conventions, damage children’s health, threaten their education, and lead to further exploitation and abuse. UNICEF does not oppose work that children may perform at home, on the family farm or for a family business—as long as that work is not a danger to their health and well-being, and if it doesn’t prevent them from going to school and enjoying childhood activities.”

Directions:

Using the information in the excerpt above, answer the following questions:

1. How would you know when a child is involved in “harmful” work?

2. What do you think are two or three types of children’s work that UNICEF would not oppose?

Source of excerpt: See links at: www.unicefusa.org/teachunicef/ali2

Ali's Story

Ali lives in Souf Camp. It is one of six emergency camps built in Jordan since 1948 for Palestinian refugees. Through the years, over 1.8 million people have arrived in the camps.

Hard at Work

Every day, Ali works at a falafel restaurant. He fries chickpea patties, makes sandwiches, and cleans up. He works 8 hours a day during the school year and 12 hours a day during his summer break. While Ali works, he can see his friends laughing as they kick a soccer ball on the dusty streets. He wants to join them, but cannot. Ali knows that he must work to help his family make ends meet, because severe back and eyesight problems prevent his father from working.

For Ali, working long hours every day means more than having less time to play and be a teenager. Working has also been dangerous—two years ago Ali nearly lost his hand when he dozed off while grinding chickpeas. Luckily, he was rushed to the hospital and his hand was saved.

A Dim Future

The situation of the 17,000 people living in Souf is difficult. Job opportunities are limited, and most refugees take temporary jobs at neighboring farms—picking olives and working the land. For the 3,400 teenagers in the camp, there are few places to meet and socialize. Their prospects of getting a good job when they become adults are bleak. Boys and girls rarely mix, and many girls marry before they turn 18.

A Ray of Hope

When a project designed to teach teenage boys and girls about filming, editing, and scriptwriting was launched at Souf Camp

to encourage self-expression and youth participation, it was greeted with much enthusiasm.

“This has been an eye-opener for the kids,” says project director Bashar Sharaf. “Because they are used to rote learning in their schools, they found it difficult at first to express themselves and speak to the other sex, but they soon overcame their shyness, and spoke freely about issues which concerned them.”

Teens' Tale

The participants began by brainstorming a good topic for their film. In the end, they chose to make a film that would feature the plight of children who have to work to support their families. The teenagers chose Ali as the main character. Then they wrote the script, filmed images of life in the camp, and did the editing and translation.

“This documentary is a personal view. We wanted to reach out, make people living outside the camps know what our lives are like,” says Ali. “It’s tough, but what’s even tougher is having young people my age pass by and stare because I am not doing the same things that they are doing.”

A World of Young Workers

Ali is one of the more than 40,000 working children between 7 and 18 years old who live in Jordan. Worldwide, an estimated 246 million children are engaged in child labor. Nearly 70 percent of these children work in hazardous conditions, including working in mines, working with chemicals and pesticides in agriculture, and working with dangerous machinery. The International Labor Organization (ILO), in its Convention No. 182, says that the worst

forms of child labor include those that harm the health, safety, or morals of children.

Although working children are everywhere, they mostly remain invisible—toiling as domestic servants in homes, working behind the walls of workshops, and hidden from view in factories. Some 73 million of them are less than 10 years old.

Risky Business

Working children are more at risk for illness and injury on the job than adults for two reasons:

- * Children are less physically mature, so heavy labor can affect their developing bodies
- * Children are less likely to be aware of dangerous situations, and so are more likely to get hurt. Working children do not have the same opportunities for rest and recreation that nonworking children do.

In addition, they are often denied an education that would prepare them for work in less dangerous jobs when they become adults.

Directions:

Using the information in the story above, answer the following questions:

1. What are the main problems that Ali has faced as he works to support his family?

.....

.....

2. Do you think working in the restaurant should be considered “hazardous” labor? Why or why not?

.....

.....

3. Do you think Ali gets any benefits from working? Why or why not?

.....

.....

4. How might the film project help Ali and other young people in the camp?

.....

UNICEF at Work: Approaches to Ending Child Labor

UNICEF believes that child labor not only harms children's well-being but slows the world's progress in reducing poverty and achieving its longterm development goals. Because child labor is a complex issue, UNICEF works in many different ways to build a protective environment for children. Some of these approaches include:

1. Immediately ending the worst forms of child labor: UNICEF works with governments to remove children from the most hazardous and exploitative forms of child labor.

2. Improving laws: UNICEF works with governments to promote laws that regulate children's work and to make sure those laws are enforced. For example, some countries do not require children to be registered at birth. When there is no proof of children's ages, employers are more likely to have underage working children. UNICEF supports birth registration laws as one way to help reduce illegal child labor.

3. Making education available to all children: UNICEF encourages governments to require children to go to school as a way of keeping them away from harmful work. UNICEF stresses that education must be free and of good quality.

4. Changing social attitudes and customs: UNICEF works to help parents and community members understand the benefits of education for all children, including girls, for whom education may be considered unnecessary in some cultures.

5. Raising awareness: UNICEF assists community members and the media to raise awareness regarding the hazards facing working children and how child labor violates children's rights.

6. Special programs for working children: UNICEF promotes school programs that are organized around the hours that children work. By offering classes for limited or flexible hours, these programs allow the students to work and go to school. UNICEF also promotes job training that can give young people skills that enable them to get better jobs as adults.

7. Support for families: UNICEF sometimes provides small amounts of financial support to families that send their children to school. This helps the families make up for the lost income that was formerly earned by their children.

8. Self-help groups for adults: Through job training and loans to adults who want to start small businesses, UNICEF helps adults earn better incomes. These adults are then more likely to send their children to school instead of requiring them to work.

9. Monitoring and reporting: Governments and agencies that work with children must have information in order to determine if:

- * There is a problem with child labor
- * The steps taken to address any problems are effective

UNICEF helps governments and agencies accomplish these monitoring and reporting goals.

10. Codes of conduct: UNICEF urges companies to have codes of conduct stating that they will not employ children in conditions that violate their rights.

Sources: See links at:

www.unicefusa.org/teachunicef/ali2 to view sources from which the information in this handout is adapted.

UNICEF-Supported Projects to End Child Labor

Directions:

Read this description of a UNICEF program to end child labor. Then decide which approach, or approaches, from the list on the preceding page were used. Write your answer in the space provided.

Egypt: Ahmed is 14 years old and has worked for the past year in a dry-cleaning shop. During his 12-hour workdays, he collects laundry from customers, runs the dry-cleaning machines, irons clothes, and returns the clothes to customers. Because of his family's poverty, Ahmed had no choice but to leave school and go to work. But on Sundays, Ahmed goes to work late—he spends most of the day at a club for working children that is sponsored by the Alexandria Sea Scouts and UNICEF. At the club, Ahmed gets health care, attends classes in reading and writing, and plays sports.

To get children and youth like Ahmed to enroll in the club, social workers visit workplaces to find child workers, talk to employers about children's need for education, and convince employers to give young workers time off to come to the club. Social workers also work with employers to get safety equipment to protect working children.

Q: What approaches are being used to help working children in this program in Egypt?

UNICEF-Supported Projects to End Child Labor

Directions:

Read this description of a UNICEF program to end child labor. Then decide which approach, or approaches, from the list on the preceding page were used. Write your answer in the space provided.

India: In the city of Firozabad, in the state of Uttar Pradesh, children often work making glass bangles (bracelets) to provide money for their families. Although there are laws against child labor, they are rarely enforced in the homes or small factories where these children work.

Making a bangle can be dangerous—children must heat and join the ends of the bangle over a kerosene flame, cut designs in the bangles using fast moving blades, and use chemical-based silver and gold polish for decoration.

Project Chiragh— supported by UNICEF and other partners—raises awareness about these dangers and the value of education through street plays, door-to-door canvassing, folk songs, dances, and video shows. Following these campaigns, children between the ages of 6 and 14—especially girls in hard-to-reach areas—are encouraged to attend Alternative Learning Centers to prepare them to go back to school.

Another Approach

In 650 villages throughout Uttar Pradesh, over 14,000 women have joined together to save more than 10 million rupees (\$200,000). More than half of this money is being used for loans in these villages. With the help of these funds, a woman in one village rescued her son, who had been taken away to work because the woman could not pay back a small loan.

Q: What approaches are being used by Project Chiragh to help working children in India?

UNICEF-Supported Projects to End Child Labor

Directions:

Read this description of a UNICEF program to end child labor. Then decide which approach, or approaches, from the list on the preceding page were used. Write your answer in the space provided.

Benin: Children from families living in poverty are often sent to cities to become domestic workers or to find other employment. Some of these children are illegally taken from Benin to another country. The lucky ones are stopped at border crossings and sent home. Others, mostly the poorest children with the lowest levels of education, slip through the cracks.

To prevent this from happening, UNICEF held training on child labor and child rights for 170 village committees in Benin. Committee members, in turn, alerted parents to this danger and to the value of education. Radio broadcasts and TV spots—many of which were produced with or by children—also helped to spread the word.

As a result, trafficking of children in areas governed by village committees has dropped dramatically over the last three years, in part due to the careful monitoring by committee members.

Q: What approaches are being used by this program to help working children in Benin?

UNICEF-Supported Projects to End Child Labor

Directions:

Read this description of a UNICEF program to end child labor. Then decide which approach, or approaches, from the list on the preceding page were used. Write your answer in the space provided.

India: After his father became ill, six-year-old Shabiyullah started work as a helper in a roadside tea stand in Dharmapuri. He often worked 10-hour days, earning 10 rupees (\$0.20) a day. Tea often spilled on his hands, scalding his skin.

In the last three years, however, Shabiyullah has started coming to the UNICEF-sponsored National Child Labor Project (NCLP). To help parents who fear losing their children's income, NCLP provides a stipend of 100 rupees (\$1.20) per month to a child laborer who stops work and starts going to school. At the NCLP school, Shabiyullah has completed five years of education in just three years. His teacher is full of praise, saying, "He is a quick learner and should be able to join a formal school in grade six next year."

The NCLP works with parents to help them understand the value of education. Shabiyullah's mother regrets not having sent him to school earlier. "I am determined to see my kids study," she says.

Q: What approaches are being used by the NCLP program to help working children in India?

Child Labor and Education

Region	Children aged 5–14 involved in child labor		Elementary school attendance rate		High school attendance rate	
	Boys	Girls	Boys	Girls	Boys	Girls
Sub-Saharan Africa	37%	34%	60%	57%	22%	20%
Eastern and Southern Africa	34%	29%	62%	62%	17%	19%
West and Central Africa	41%	41%	59%	51%	25%	21%
Middle East and North Africa	9%	7%	82%	77%	46%	39%
South Asia	14%	15%	77%	70%	43%	35%
East Asia and Pacific (excluding China)	11%	10%	—	—	52%	55%
Latin America and the Caribbean	11%	8%	91%	91%	40%	46%
Central and Eastern Europe/ Commonwealth of Independent States	—	—	89%	88%	—	—
Industrialized countries	—	—	—	—	—	—

Sources: See links at: www.unicefusa.org/teachunicef/ali2

Total Economic Costs and Benefits of Eliminating Child Labor Over the Period 2000-2020

ECONOMIC COSTS	\$ BILLION
Education supplies: Costs of building new schools, training and hiring new teachers, providing educational materials (books, pens, etc.)	493.4
Income transfer: Payments to families to make up for children's lost income	213.6
Interventions: Cost of programs to remove children from worst forms of child labor, and rehabilitate them where necessary	9.4
Opportunity cost: Cost to households of removing children from income-producing activities	246.8
Administrative costs: Costs involved in carrying out the programs described above	10.7
CALCULATE THE TOTAL ECONOMIC COSTS OF ENDING CHILD LABOR	

ECONOMIC BENEFITS	\$ BILLION
Education: Benefit of improved productivity and earning capacity that comes with greater education	5,078.4
Health: Benefit of reduced illnesses and injuries due to the elimination of the worst forms of child labor	28.0
CALCULATE THE TOTAL ECONOMIC BENEFITS OF ENDING CHILD LABOR	

Calculate the NET FINANCIAL BENEFIT of ending child labor
(total economic benefits, minus total economic costs):

Adapted from:

2006 State of the World's Children Report, Figure 3.4, available at:

www.unicef.org/sowc06/pdfs/figure3_4.pdf

Investing in Every Child 2004, International Labor Organization, available at:

www.ilo.org/public/english/standards/ipec/publ/download/2003_12_investingchild.pdf.