

EDUCATION FOR ALL



Child Labour Teaching Resource Pack

In many parts of the world children have to work for a living. For some it consists of helping with chores in the home, but for others it means having to earn money to ensure they have something to eat at the end of the day. As a result they may end up doing dangerous work and often miss out on going to school.

This pack contains resources for exploring the concept of child labour and the impact it has on life opportunities for children around the world, especially with regard to education. Real life examples comparing Ghana and the Netherlands are provided to allow children to think deeply about different situations.

Learning objectives:

- Understanding why some children are made to work
- Learning about some of the different types of work children are made to do
- Understanding why some children are denied education and the disadvantages they face as a result
- Learning about some of the things that are being done to help children access their right to education
- Thinking about the rights of the child, especially to education and freedom from forced labour.

Resources:

Overview: Child labour - missing out on education

Case study: Slavery in the fishing industry in Ghana

Worksheet L: Same country, different lives

Worksheet M: A normal day's work

Worksheet H: Reasonable chores?

Background information: Ending child labour.

Extension activities: What you can do! & Further Information.

Short videos: Send No Child, World's Children's Prize 2013



Download additional copies of this pack here:

[HTTP://CHALLENGINGHEIGHTS.ORG/RESOURCES/](http://challengingheights.org/resources/)

Watch videos online here:

[HTTPS://WWW.YOUTUBE.COM/C/CHALLENGINGHEIGHTS](https://www.youtube.com/c/ChallengingHeights)

Send No Child: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=MTMP-LYKX4Q](https://www.youtube.com/watch?v=MTMP-LYKX4Q)

World's Children's Prize: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=77DNTXCD2TU](https://www.youtube.com/watch?v=77DNTXCD2TU)

Child labour: missing out on education

Nearly all countries have agreed that basic education is a fundamental human right. Unfortunately not all children in the world are able to go to school.



In Ghana it is normal for children to work to support their parents and families, both in running the home and earning money to pay for food. Children are expected to help around the house with cleaning and cooking, and older siblings are often charged with looking after babies. Many children also earn money by selling water, coconuts or things their family has grown or cooked on the street. The children of fisher folk will work on fixing nets and preparing fish, with older children even going out to fish. Children help tend crops on farms and look after animals.

Most children work before and after school, either doing chores or earning money, but still have time to study.

Unfortunately some children are made to work instead of going to school. Sometimes their parents want them to work all day to earn money for feed, or families cannot afford to pay for school uniforms and books. In some cases parents simply don't think education is important, believing their child are better off learning practical skills like mending nets or tending cocoa plants instead of learning to read and write.

Children who do not complete basic school cannot go into secondary school. Without qualifications it is very hard for them to get skilled or well paid jobs, as many professions require a university education. If they cannot even read or do simple maths they risk being cheated when buying things or signing contracts.

Children missing out on education is also harmful for the country's development: the OECD estimate that Ghana's economy would be 38 times bigger if all children stayed in school until they were 15 years old!

Although basic school is compulsory in Ghana, no legal action is taken against parents who do not send their children to school. This is very different to countries like the Netherlands, where the state intervenes to protect children's right to education. If a child is absent from school it is investigated and their parents questioned.

The law also prevents children under a certain age being made to work, and limits the number of hours and type of work older children can do. This is to protect them from harm and ensure working does not interfere with their education.

Case study: Slavery in the fishing industry in Ghana

Lake Volta in Ghana is the world's largest man-made lake. It was created when a big dam was built across the Volta river to generate electricity. Today there are hundreds of communities around the Lake who make their living by fishing. But life in these remote communities can be very difficult, with no schools, hospitals, clean water or electricity.



Working on the lake is very dangerous too, as there are

often storms and there are lots of diseases in the water. As the lake was made by flooding farmland, there are lots of dead tree stumps and branches under the water surface. These trap fishing nets and can even sink boats.

Because the lake is overfished it can be hard to get a good catch, and some fishermen try to get more money by making children work for them. They go to poor communities on the coast and trick families into sending their children to the Lake. Some of these families often don't have enough money to feed their children or send them to school. The fishermen or a middle-man pretends to offer the children a good home, telling parents that they will look after the children, feed them well and give them a good education in return for the children helping them at work. Sometimes these "traffickers" (what we call someone who moves people in order to exploit them) even give money to buy the child's labour for a fixed number of years.

The reality of life on the Lake for children is very different. They are made to work 18 hour days in return for little food and no pay and are effectively held in slavery. The fisherman or "slavemaster" then forces them to do dangerous work such as paddling leaky boats out on the dangerous and stormy lake and making them dive into the murky water to untangle nets. Many children die when they get tangled in nets underwater or get injured diving. The slavemasters treat them like property, not people, and hit and abuse them to make them work harder and be obedient.

Because the Lake is so far away from the children's home communities, it is often impossible for parents to find out what has really happened to them. Many of the children are trapped on small islands in the Lake with no telephones or ways to escape. The slavemasters also force them to change their name to make it harder for people to find them.

Not only do the children suffer on the Lake, but they miss out on growing up with their families and having the opportunity to go to school. When they grow up most cannot read or write or even remember their true name or where they come from. So sadly they often stay on the Lake for the rest of their lives, working in the fishing industry helping slavemasters force other children into hazardous labour and maybe even becoming slavemasters themselves one day.

Now watch the video: [Send No Child](#) to learn more.

Worksheet L: Same country, different lives



Kojo works on a fishing boat on Lake Volta. He wakes up every morning before 4am to prepare the boat and paddle it into the middle of the lake. The boat leaks so he is responsible for bailing out water all day long. When the fishing net gets stuck on plants he has to dive into the muddy waters to untangle it. The work is very dangerous and he often gets injured. He often gets scratches and bruises and once nearly drowned when he got trapped in a net underwater. Kojo works on the boat until it is dark, pulling in nets and picking out fish. When the boat returns to land Kojo has to pack the fishing equipment away and carry the fish to the village. Before he gets any food Kojo has to help clean the fish and fix the nets. Kojo goes to bed at around 10pm.

Ekua goes to Challenging Heights School. She wakes up at 6am to sweep the house and help her mother prepare breakfast. Each day walks to school and has lessons in maths, science, English, Fante (her local language), arts and social studies. At break time she plays with her friends. After school she helps clean the classroom except on Mondays she sings in the school choir. After school Ekua sells water in the market to earn money for her family, and then helps prepare dinner. Before bed Ekua does her homework or sits and chats with friends. Ekua usually goes to bed by 9pm.

Read the description of Kojo and Ekua's lives and then answer the following questions.

- 1)
 - a) What work or chores does Ekua do?
 - b) What work or chores does Kojo do?
 - c) What work or chores do you have to do?

(turn over)

Worksheet M: A normal day's work



Ebo is eleven years old and goes to primary school in Ghana. He is the youngest of five children and lives at home with his mother. Every morning he gets up early and sweeps the compound (yard) around the house. He then goes to fetch water, carrying a big bucket on his head from the standpipe back to the house. While his mum prepares breakfast he washes and gets ready for school.

At school Ebo has to help clean the classroom and is also often sent to fetch things for the teachers. At break times he plays Ampe or football with friends.

After school Ebo goes home to get changed and collects a big plate of snacks his aunty has prepared. He goes to the market to sell them to earn money for the family. Sometimes he sells lots and goes home early, but when business is slow he has to stay until the plate is empty or the market closes. He takes the money home to his family, but if business has been good his aunty sometimes gives him enough change to buy a few sweets.

If Ebo is home early his aunty sometimes asks him to mind her shop. Otherwise he helps prepare the evening meal, peeling vegetables or pounding cassava flour. After the family has eaten Ebo and his sister wash the pans and plates before sitting down to do their homework.

At the weekend Ebo helps his father tend crops in their compound, including bananas and cassava. Ebo is often very tired and spends a lot of his free time resting, although he loves football and always find the energy to play a game with his friends on Saturday evenings.

Read the description and then answer the following questions.

- 1)
 - a) Make a list of all the different jobs that Ebo does.
 - b) Now make a list of all the different leisure activities Ebo has.
- 2) Write about your normal day. In particular, describe what jobs you have to do each day and what you do with your free time.
- 3)
 - a) What games and sports do you like to play?
 - b) What clubs and societies do you go to regularly?
 - c) How much free time do you have?
 - d) How much time does Ebo have to play?



(turn over)

- 4) Do you earn any money for the work you do? Do you think Ebo gets paid for his work?
- 5) How much work do you think children should do? Do you think you should get paid for any work you do?

When you have finished try playing Ampe with your friends following the rules below.

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Let's play ... Ampe! Ampe is a traditional Ghanaian game that is mostly played by girls. It is used as a form of entertainment and physical exercise, although some Ghanaian children use Ampe to communicate how intelligent they are.

To play Ampe two players stand opposite each other and decide who the leader is. They then clap in time and jump up in the air on every third clap. When they land they should be standing on just one foot with the other sticking forward.

If they two players are sticking out the same leg then the leader gets a point - if they do not match then the other player gets a point. The first player to five points wins and becomes the leader with a new opponent.



Worksheet H: Reasonable chores?

Tidy rooms
Harvesting crops
Breaking rocks
Serving food
Cleaning the kitchen
Mining (digging)
Selling drinking water
Doing the laundry
Mixing cement
Washing dishes
Minding the shop
Cleaning the house
Watering plants
Herding goats
Pumping water
Stacking supermarket shelves
Hunting for meat
Mining (chemically treating ore)
Fishing (paddling boat)
Carrying water to the house
Fishing (diving to untangle nets)
Babysitting
Sweep the yard
Peeling vegetables
Spraying weedkiller



Study the different types of work described and then answer the following questions.

- 1)
 - a) Make a list of the jobs/chores that you think children in the Netherlands do.
 - b) Make a second list of the jobs/chores you think children in Ghana do.
 - c) Highlight those jobs/chores that appear in both lists.

- 2)
 - a) Which of these jobs/chores do you think are dangerous or harmful to the child?
 - b) How should child be protected from being made to do these activities?

- 3)
 - a) Which of these jobs do you think stop children going to school?
 - b) Which interfere with their learning?

(turn over)

Ending child labour in Ghana

Challenging Heights is a charity in Ghana that fights against child labour and promotes the right of children to go to school. It was set up by James Kofi Annan, who was himself a slave on Lake Volta for seven years before he escaped.

The first thing the Challenging Heights team does is work with local communities to find out which children have been “trafficked” to the Lake. They then try to trace where the children have been taken before launching a rescue operation. It can be difficult to find children as the Lake is very big and it can take days for the rescue boat to reach the place they are being held.

Bringing children back from the Lake, however, is only the start of protecting them. They are first taken to the Challenging Heights rehabilitation shelter to receive proper care, medical treatment and help catching up on the education they have missed out on. When they and their families are ready to be reunited, Challenging Heights reintegrates them into their home community, including enrolling them in school, providing them with materials and monitor their progress at home and school for at least two years.

Challenging Heights also works with the families and communities of trafficked children. This is important to prevent re-trafficking and ensure other children are not sent to the lake in future. This involves teaching people about the dangers of sending their children away and what life on the Lake is really like. But they also work hard to improve the economic and social situation of families, since it is poverty that often makes children vulnerable to being exploited by traffickers. They provide training in things like soap making and farming and give carers microgrants (small amounts of money) to start their own business.

To ensure children have genuine opportunities in life, Challenging Heights runs a school and offers computer and business training to disadvantaged young people. They hope that in future these vulnerable communities will be strong enough to protect their children and somewhere where everybody has a bright future.

Finally, Challenging Heights campaigns for better protection of children at the national and international level, including changing laws and government policies.

Now watch the video: [World's Children's Prize 2013](#) to learn more.



What you can do!

There are lots of ways you can help both in the Netherlands and in Ghana. By learning about the challenges other children face in going to school you have already started to do something, because understanding the lives of other people is the first step in working together and helping each other.

Challenging Heights needs support to do its important work protecting children in Ghana. You can do this in two ways: by helping raising awareness of child slavery and fundraising for the charity. Money donated goes to support rescue operations, rehabilitation and reintegration support, running the school and training programmes and campaigning for child rights in Ghana.

Why not consider organising a fundraising event at your school? You could try to plan something that will make people think about the issue, like a sponsored sweep or asking friends and family to donate in return for you doing chores!

Please visit our website [HTTP://CHALLENGINGHEIGHTS.ORG/](http://challengingheights.org/) for more information.

AfroEuro Foundation promotes inter-cultural exchange between people of African origin and their host nations and builds the capacities of migrant diasporas to contribute in both host nations and their countries of origin. The foundation runs Dutch language lessons as well as youth ambassador, homework support and food security programmes.

Through this project Afro Euro is seeking to raise awareness of the value of education and the existence of child labour and child trafficking. The foundation is keen to partner with schools, educational institutions, libraries etc., especially in the Hague, Amsterdam and South Holland, interested in promoting the Global need for child education and an end child trafficking.

Please visit our website [HTTP://WWW.AFROEURO.ORG](http://www.afroeuro.org) for more information.

There are also lots of campaign groups you can join to fight for human rights. Check out **Walk Free** and **Amnesty International** for ways you can get involved where you are.

Further information

According to the US State Department's **TRAFFICKING IN PERSONS REPORT 2014**: Ghana is a source, transit, and destination country for forced labour and human trafficking.

The **2014 GLOBAL SLAVERY INDEX** estimates that there are 193,100 Ghanaians living in conditions of modern slavery (compared 2,200 in the Netherlands).

A **2013 ILO STUDY** estimated that there are 49,000 children working on Lake Volta, with 21,000 forced to undertake hazardous child labour that includes risks to life.

According to the **2010 GHANA POPULATION AND HOUSING CENSUS** there are over 2.4 million "economically active" children (aged 5-17) in Ghana, out of which over a million are denied education because of the need to work. Of these the **ILO 2003 CHILD LABOUR SURVEY** estimates that 240,000 are victims of hazardous child labour.