



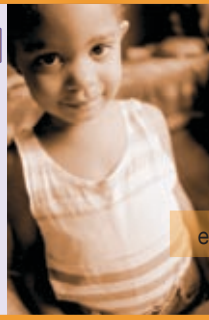
Defensa de Niñas y Niños - Internacional DNI

Defense des Enfants - International DEI

Defence for Children - International DCI

N°53 APRIL 2007

With the support of the Ministry of Foreign Affairs, Government of the Netherlands



Boletín electrónico en español

English electronic newsletter

Bulletin électronique en français

email: childlabour@dci-is.org

<http://www.dci-is.org>

DCI Launches its International Campaign on Inclusive Education:

*International Secretariat,
22 February 2007*

The multifaceted and multidimensional relationship between child labour, education, and poverty contributes to a cycle of poverty that is difficult to break. In 2006, the ILO estimated that 218 million children worked - ranging from agricultural labour to domestic work - and this statistic would be much higher if invisible forms of child labour were taken into account. Of the children of work, 166 million children are less than 15 years of age - the minimum age of employment in the majority of countries is between 15 and 17 years of age -, and 127 million work in the worst forms of child labour.

Child labour has numerous causes, notably poverty, cultural norms, inadequate education systems, and socio-economic problems within families. As the income of working children can account for 25 % of the family income, particularly in poorer countries, children must work as part of their family's survival strategy. Because of this, the "opportunity cost" remains high for many families to withdraw their children from the workforce in order to send them to school.

Since basic education is a key factor in the eradication of poverty, the fact that many working children do not attend school negatively affects not only their development,

NO KIDS WITHOUT EDUCATION We can ALL make a difference!

but also their chances for future economic success. According to UNESCO statistics, an estimated 145 million children between the ages of 6 and 11 are out of school, while around 283 million adolescents between the ages of 12 and 17 do not attend school. While the Millennium Development Goals, the Convention on the Rights of the Child, the International Declaration of Education for All, and the Dakar Framework for Action guarantee the right to education, this right is not yet exercised by millions of children and adolescents, particularly those who work.

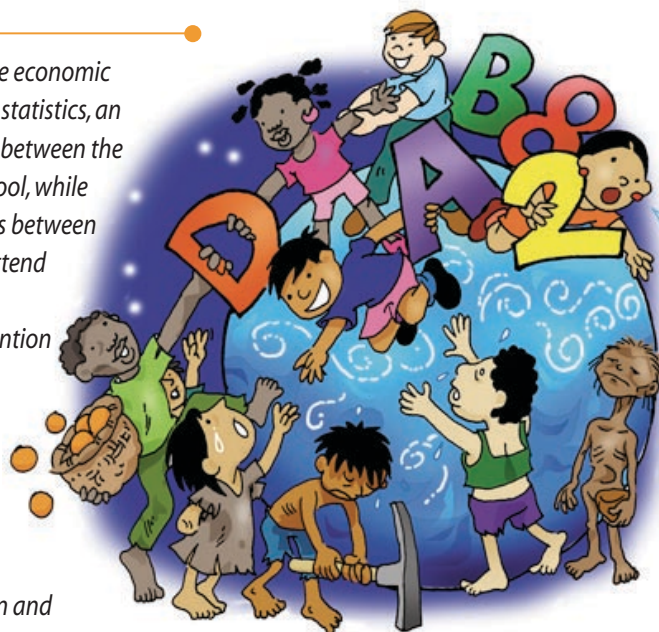


Illustration by Olman Bolaños Vargas; DNI-Costa Rica.

DCI's Position

Defence for Children International views child labour and its elimination as a priority. When it comes to protecting children from economic exploitation and ensuring their access to a brighter future, DCI believes that individuals at all levels of society can and should make a difference. Particularly, DCI wishes to focus on awareness-raising of child labour as a whole, while emphasising the reincorporation of child workers into schools through the use of inclusive education systems.

In order to realise this goal, DCI's International Child Labour Programme is launching an International Campaign on Inclusive Education entitled "**No Kids without Education : We Can ALL Make a Difference**". Through the cooperation and coordination of national DCI Sections, DCI seeks to empower States, parents

and communities, teachers and schools, as well as children themselves in the fight against child labour. By educating these various actors about child labour and the use of inclusive education systems as an effective tool, Defence for Children International maximizes its role as a non-governmental organisation in protecting children from exploitation.

Contact us to the
International Child Labour
Programme of DCI :

Cécile Madec - Assistant
childlabour@dci-is.org
Virginia Murillo H. - Coordinator
presidencia@dnicostarica.org



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DCI Launches its International Campaign on Inclusive Education:

**NO KIDS WITHOUT EDUCATION
We can ALL make a difference!**



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DCI – International Secretariat,
22 February 2007

Inclusive Education: an opportunity for all

The concept of inclusive education systems arises from the belief that the right to education is a basic human right that serves as the basis for a more just society. This idea involves developing ways to enable schools to help all children in their community as part of an inclusive system. In other words, inclusion means developing schools that accommodate all students, whatever their characteristics, disadvantages, or difficulties may be. Inclusive education is centred on all students, paying special attention to those who are traditionally excluded from educational opportunities, such as students with special needs, children from different cultural backgrounds, child workers, and others.

Inclusive schools celebrate and learn from the differences between students, rather than perceive these differences as a problem, therefore developing educational systems capable of effectively responding to diversity. The need for such schools can be justified on three levels. First, on an educational level, inclusive schools teach all children together, and thus need to develop educational methods that reflect their individual needs and benefit all children. Second, on a social level, inclusive schools can change attitudes about difference and create the foundation for a non-discriminatory society. Finally, on an economic level, it is less expensive to create and maintain schools that educate all children together, rather than maintain a complex system of different types of schools. Because of this, education can become a vehicle of social integration and a tool for advancement for all.

International Campaign on Inclusive Education

In order to combat child labour through the promotion of inclusive education on a more global scale, DCI's International Child Labour Programme is launching its International Campaign on Inclusive Education. This campaign works that States guarantee that 100% of school-aged children and adolescents who work effectively exercise their right to access and complete a Quality Education. The International Campaign targets a wide range of groups, notably child and adolescent workers, and those outside of the educational system or at-risk of dropping-out, the educational community, civil society in general, Governmental and Intergovernmental Cooperation Agencies.

In addition to mobilising actors and raising awareness, this campaign has three specific objectives. The first relates to the recognition and registration of working children, particularly invisible child workers, in improved State databases. The second objective encompasses the transformation from education systems into inclusive education systems, in particular the prevention and detection of child labour, the promotion of flexible school schedules, and the use of educational models that promote integration. The third goal encourages the self-management and sustainability of inclusive educational systems by improving teachers' abilities to institutionalize inclusive education, promoting access and completion of school by child and adolescent workers, and coordinating the transition of working children to technical and vocational schools.

In order to achieve its proposed objectives, the campaign will conduct advocacy campaigns, influence policy, mobilise public opinion, and work directly in schools with teachers, children, and adolescents. As an international campaign, its approach will be appropriate for its impact at the international, regional, and national levels, and it will count on the valued participation of the regional vice presidents and sections of DCI

and its associate members. It will aim to create equilibrium between the international level and the characteristics of the national and regional levels. It does not limit regional or national activities; rather, it offers the possibility for progress regarding a theme that is important on a global scale. Furthermore, because the campaign contains political proposals that can be converted into programmes with short-, medium-, and long-term goals, it can be converted into policies benefiting minors.

Conclusion

The International Campaign on Inclusive Education is only the first step of many in the eradication of child labour. It is important that States, as well as organisations, institutions, and general government authorities participate in applying laws that combat child labour. These actors must also take into account the magnitude of the fight that they are confronting and the amount of resources that must be made available in order to ensure that education for all children and adolescents becomes a reality. In order to allow all children – even working children – to receive a quality education and to make communities aware of the benefits of inclusive education, we must ALL work to make a difference.

If you would like to participate in the campaign and obtain more information, write us at:

DCI International Programme on Child and Adolescent Labour: childlabour@dci-is.org

Or at DCI - International Secretariat, 1 rue de Varembe, 1211 Geneva, Switzerland.

Telephone: 0041.22.7340558 / Fax: 0041.22.740.1145

Email: info@dci-is.org, Webpage: www.dci-is.org



How We Can All Make a Difference Inclusive Education – Quality and Accessible

States



We can all act to ensure that all children and adolescents – boys and girls – have access to quality education.

Together we must work to break the myths, prejudices, and stigmatization about child labour and education that pass through school walls.

By taking small steps within your family, community, schools, or country, you can make a difference!

1. States

2. Parents and Communities

3. Teachers and Schools

4. Youth

5. Children

By ratifying and implementing the Convention on the Rights of the Child and other relevant international standards on children's rights, State parties commit to actively legislating and acting in the best interest of the child by recognizing that children's rights are human rights. Additionally, the Millennium Development Goals emphasize the realisation of universal primary education by the year 2015. In order to live up to this promise to children, governments can undertake numerous activities to ensure full access to inclusive education for all children.

Legislate in favour of the child

- Ensure that, legally, all children in your country have access to universal and quality education
- Enact legislation that includes all children in the rights to an education, without distinguishing between genders or ethnicities
- Set aside a sufficient budget for education and education-related activities and inclusive programmes
- Verify that all laws are applied and create an oversight mechanism to ensure the application of such laws

Train and support teachers

- Provide thorough and mandatory training for all teachers and future teachers not only regarding effective teaching methods necessary for a quality education, but also related to the rights of the child and the Convention
- Create and distribute an effective national curriculum that teaches the rights of the child, ensuring that all schools, regardless of their location, have access to appropriate supplies
- Train teachers to run inclusive classrooms and support them with an inclusive curriculum

- Pay teachers in an adequate and timely fashion, because teachers are the key to a quality education

Provide alternative forms of education

- Create alternative schooling forms (such as night school) to allow children who work, or in other marginalising circumstances, to continue their education
- Adapt schools and curricula, when necessary, to circumstances such as the presence of minority populations

Collaborate with NGOs

- Work in coordination with local or national NGOs to monitor the situation of education within the country
- Use NGOs to help spread the principles of inclusive education and the CRC

Nominate an ombudsman

- Ensure that a specific, independent person exists to receive the complaints of children and advocate on their behalf

Public policy

- Undertake a national public information campaign on education-related issues that are pressing in your country, particularly with regards to the national culture of education

Education for parents

- To promote schools and literacy programmes for parents



How We Can All Make a Difference

Inclusive Education – Quality and Accessible

Parents and Communities



Parents and communities can play an active role in the education of their children. In order to ensure that every boy and girl has access to a quality education, parents and community members can serve as an oversight to the school, all while encouraging their children to participate fully in their education. The attendance of boys and girls at school requires the participation of students, their families, the community, as well as schools and teachers. By investing time and energy into your children's education, you are ensuring a brighter future for them and a stronger possibility of economic advancement.

Support and teach your youth and children

- A quality education occurs as much in the home as at school. Regardless of your own educational background, encourage your children to read and actively enquire about their homework and their school projects
- Encourage regular school attendance. If your children do not attend school at all of its sessions, it makes a quality education harder to attain
- Promote the active involvement of your children in expressing their needs and creating alternative education measures

Interact with teachers and school officials

- Support teachers and their work by volunteering in classrooms, working one-on-one with students in need of additional assistance so that teachers can focus more time on the whole group
- Be a liaison between the school and the community as a whole

Organise fellow parents and community members

- Create a parent and community group that organises activities for the school, oversees the school and teachers, and provides necessary support
- Facilitate an exchange of information between community members, especially on child labour legislation and risks encountered by the child on health and development
- Determine which children and families in your community need assistance
- Start an information campaign on inclusive education to inform other parents and community members of the rights of their children to an accessible, quality education
- Promote that all children and adolescents should have the same opportunities

Contactez les organisations locales et les autorités

- Work with local organisations as an intermediary between children, teachers, and the community
- Invite a local governmental official to meet with a group of parents in order to discuss access to education, quality of education, etc.
- Start a letter-writing campaign including messages from children, parents, and community members alike expressing your views on inclusive education

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Teachers and Schools

As a teacher, your daily contact with students allows you to be the main actor in informing children of their rights (particularly regarding child labour and inclusive education) and helping them to act on their own behalf. Teachers must be prepared to receive child workers and other vulnerable children within their classrooms. Therefore, teachers need to dissolve prejudices and to improve the understanding of the social, emotional, and education needs of these children. By providing them, their parents, and their communities with basic understandings of the right to protection from exploitation and the right to education, you can empower and serve as an intermediary between students, their communities, local and national governments, and the world at large.

Teach and empower students

- Create a student leadership board at your school
- Teach your students about their rights as children (particularly in relation to child labour, gender equality, and inclusive education) through games and workshops
- Establish a child worker-friendly environment of solidarity and non-discrimination in your classroom and determine which students need special assistance
- Take a fieldtrip to a governmental body (city council, Ministry of Education, regional representative, etc.) so that your students can discuss their educational needs with leaders
- Create a pen-pal system with another school in your region or country and coordinate advocacy efforts
- Contact schools abroad to inform them of the need for inclusive education in your community

How We Can All Make a Difference

Inclusive Education – Quality and Accessible

Organise fellow teachers

- Create a teacher's coalition to provide a single voice for teachers in their struggle to provide accessible, quality education
- Evaluate educational methods and talk about the importance of quality teaching
- Contact and empower teachers in other area schools or other regions of the country to ensure that they are also teaching child right's issues
- Provide informational booklets and teaching resources to fellow teachers so that the curriculum and supplemental activities advocate inclusive education

Mobilise parents

- Give parents information about the needs and rights of their children by conducting an after-school meeting
- Provide parents with the contact information of leaders and other governmental officials responsible for their children's education to ensure that they receive adequate care, a quality education, and are included in all activities regardless of their gender

Serve as a link between the family, community, local organisations, and the government

- Bring in speakers from community organisations or governments to your school to talk to children about inclusive education and the importance of their rights
- Report violations of child labour laws or access to education to the appropriate officials
- Influence national politics and programmes on education



Youth



Youth, because of your age and maturity, have the capacity to make their views be heard in a clearer and more powerful manner. As an adolescent, you are able to contribute in a more meaningful way to your peers and your community. Here are some suggestions of how you can take action:

Start an awareness campaign on inclusive education in your community

- Make posters and place them throughout your school and community
- Teach a class on children's rights and inclusive education in a neighbourhood primary school
- run workshops for peers and younger students about child labour and inclusive education
- Run a meeting for parents, teachers, and youth to discuss the importance of education (especially for children who work)
- Make a brochure on why every child needs to go to school
- Ensure the creation of a supportive school environment of cultural and social respect to better integrate children in need

Contact local organisations

- Write letters to local organisations who work with children and ask them to help you get your message heard
- Request that NGOs help you learn more about your rights and how to defend them

Contact your Ombudsperson

- Ask your ombudsperson or child defender for information on your rights or inform them of violations of your rights
- Observe the conditions of child labour in your community and report any violations
- Denounce any other violations of your rights to your ombudsperson

Contact your government

- Write letters to government officials urging them to all allow boys, girls, and adolescents to attend school
- Write and sign a petition on inclusive education and send it to the Ministry of Education
- Express your needs in creating and proposing alternative education measures

Volunteer in your community

- Provide supplemental tutoring for children in your community who work
- Join a local community organization or NGO and help them coordinate their efforts
- Create a Youth Watch Group to ensure that all human and child rights are respected in your community

How We Can All Make a Difference

Inclusive Education – Quality and Accessible

Children



Children can have an impact on their own rights just as much, if not more than, adults. These days, children are becoming active in their own communities and all around the world. So you can help make sure that you, and other children like you, get to go to school, whether or not you work. Here are some ideas to help teach other people in your community (both kids and adults) about inclusive education and why all kids deserve to go to school.

Start an awareness campaign on inclusive education at home

- Make posters and place them throughout your school and community
- Ask your teacher to teach a class on children's rights and inclusive education (one for kids and one for parents)
- Perform a play about a child who works and is able to go to school
- Hold a kid-run meeting for parents, teachers, and kids to discuss the importance of education (especially for kids who work)
- Make a brochure on why every child needs to go to school
- Respect the diversity of your fellow classmates

Contact local organisations

- Ask your teacher to help you write letters to local organisations who work with children and ask them to help you get your message heard
- Request that NGOs help you learn more about your rights and how to defend them

Contact your Ombudsperson

- Ask your ombudsperson or child defender for information on your rights or inform them of violations of your rights, and if you don't know who they are – ask!
- Denounce any violations of your rights to your ombudsperson

Contact your government

- Express your needs and propose some changes in your school or community
- Write letters to government officials asking that all kids be able to attend school
- Draw pictures of children working or children in school and send them to the Ministry of Education

Contact kids abroad

- Start writing letters to schools in a foreign country to exchange information about your cultures and schools
- If kids in your community have to work, share your stories with kids abroad (or draw pictures of yourself) so that kids living in another part of the world can learn about your life



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Illustration by Oliman Bolaños Vargas; DNI - Costa Rica.

DCI National Sections Campaign on Inclusive Education

This section highlights the activities of 4 DCI sections who have participated in the International Child Labour Programme during the past 3 years. Below are several examples of activities for the International Campaign on Inclusive Education (use of DCI publications in schools, organisation of activities for children who attend school full-time and children who work, participation in international events such as Global Action Week, etc.) By reading about the various activities that they have undertaken you can help formulate your own plans of action and join DCI sections in the fight against child labour through the promotion of inclusive education.



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Illustration by Silvia Ramos Solís; DNI-Costa Rica.

Paraguay

In December 2006, DCI Paraguay not only educated children and teachers about inclusive education, but also brought inclusive education to life. During vacation months, DCI Paraguay organized 3 supplemental hours of schooling per day, run by public school teachers, on subjects of difficulty for children, notably math, Spanish, and Guaraní. DCI Paraguay provided necessary materials (chalk, notebooks, pencils, etc.), gave milk and cookies to children on supplemental school days, and supported teachers financially (transport, food, etc.) during their additional work. This program was open to working and non-working children in the school, as well as child workers who attended other schools. As this project united the efforts of child workers, teachers, and DCI Paraguay, the parties wish to continue this project in February 2007.

Ecuador

In order to implement the DCI publications *Inclusive Education and Child and Adolescent Labour* and its teacher's supplement, DCI Ecuador decided not only to work with a different circuit of schools, but also to adapt the book materials more specifically to the Ecuadorian situation. Because of the hesitancy of the first set of schools to teach child labour issues, DCI chose to target 10 specialized schools for children with audio/visual problems, learning disabilities, and other similar

issues. Since these schools are already marginalized and since the students must frequently work in addition to their classes, the professors were extremely interested in using the DCI materials. To take into account the Ecuadorian situation of child labour, DCI Ecuador created a packet of information related to Ecuadorian law as an aid for teachers. Children's reactions have been very strong and the professors greatly appreciate the help for their already marginalized students and their inclusion in education.

Cameroon

Each year of work on inclusive education, Cameroonian children became further engaged by the study of the DCI publications. In 2006, the children decided to carry out their own activities to raise awareness on children's rights and children's working conditions to students, teachers, parents, and the community at large, so that their rights would be respected and their exploitation lessened. In line with DCI's goals, the children understood that they were capable of creating change regarding

the reduction of child labour through the promotion of inclusive education.

Togo

DCI Togo serves as a good example of active participation and mobilisation during Global Action Week, which promotes education for all and the achievement of universal primary education by 2015. By coordinating their efforts with other children's rights and human rights NGOs, actively publicising, and conducting major advocacy campaigns (such as letter writing), DCI Togo put pressure on government officials to respond to the campaign's objectives. Additionally, they engaged large numbers of children in Global Action Week by identifying 5 schools to participate in activities. These children conducted major public events, created informative materials, and distributed over a thousand t-shirts to reach out to community members. Through the combination of personal and mass-media publicity, information regarding Global Action Week reached more than a million Togolese residents during the campaigns.



Counting Invisible Workers: Girls in Domestic Activities within Their Homes

Location: United Nations

Source: WomenWatch

This study argues that the number of girl child workers is underestimated because it does not usually take household tasks into account. The invisibility and danger of domestic work marginalizes a large group of girls and places them out of the target of policies geared towards the reduction of child labour. While government policies traditionally recommend income transfers and mandatory school attendance as a means of reducing child labour, in the context of child domestic work policies should focus on the improvement of public services. Furthermore, statistics should categorize the type of work that children perform in order to better understand the division of labour by gender, both for children and adults. The author recommends that policies acknowledge the different tasks performed by genders, emphasise equally economic and non-economic activities of children, and create indicators that reflect the total workload that children must endure.

The Impact of harmful traditional practices on the girl child

Location: United Nations

Source: UN Division for the Advancement of Women

This paper explores the efforts of the Inter-African Committee (IAC) to eradicate harmful traditional values and practices, including early and forced marriage, male preference, and female genital mutilation. In order to accelerate the eradication of these practices, the paper suggests the engagement of government at policy and programme levels, the intensification of education for girls, including teaching the topic of gender equality, the training of law enforcement officers, and the involvement of the community at large.

Human Trafficking at the centre of Washington

**conference Economiquement
Location: Washington, D.C., United States**

Source: www.tolerance.ca

Date: February 8, 2007

On February 8, representatives from the American government, human rights activists, and experts attended a conference on human trafficking. Their discussions specifically focused on forced labour, and the restrictions placed on girl child and women domestic workers. Victims of human trafficking can be counted in millions, and victims often do not dare ask for help from humanitarian organisations. According to a representative of Human Rights Watch, many female domestic workers do not file complaints because their employers threaten to have them deported if they complain about their living conditions, especially their long hours. Additionally, many of these women are victims of physical or sexual abuse. Despite the Bush Administration's efforts to combat trafficking, the phenomenon still exists in the United States. A representative of the U.S. Department of Labour explained some of the joint efforts, particularly with immigration and police officials, to block the routes used by human traffickers. The recommendations made at the conference include the improvement of laws that regulate the protection of workers and the creation of more employment of the countries of origins of the trafficked workers.

At Least 700 Children Exploited for Labour

Location: Nuevo Laredo, Tamps., Mexico

Source: www.enlineadirecta.info

Date: February 12, 2007

In the streets of Nuevo Laredo, around 700 children work, many of them exploited by their own parents to soften hearts and obtain more money. According to the director of the MECED home, the numbers increase

during vacations, because many parents ask their children to help when they do not attend school. An unfortunate reality, children are generally less than 5 years of age, and their parents expose them to cold, heat, and occasionally leave them to sleep on benches. Periodically, officials try to detect minors working in the streets, but since the children and parents recognize them, they usually flee.

Minors from Different Communities in the Country Propose Ideas for the Draft of the Integral Childhood Protection Law

Location: San Salvador, El Salvador

Source: www.diariocolatino.com

Date: February 8, 2007

320 children and adolescents from various departments of the country carried out a national day for the participation of children and youth. This activity was supported by the joint efforts of the Technical Unit of the Justice Sector, UNICEF, and the Child and Adolescent Network. The workshops began by discussing the creation of the Child and Adolescent Protection Law.

More than 200,000 Minors work as Miners

Location: Colombia

Source: www.rebelion.org

Date: February 12, 2007

The Minister of Social Protection of Colombia recognized that more than 200,000 minors work as miners, especially at sites in the departments of Chocó, Boyacá, Antioquia, Caldas, Cundinamarca, and Nariño. However, the Minister admitted that it is difficult to combat the situation because of the lack of control of the local authorities who often do not fulfil their responsibility to watch, control, and even close these mines. The problem of child exploitation in the mining sector is especially high at illegal sites created by family groups, who often ignore even minimal conditions of safety and security. Though in 2003 and 2004 only 3,000 children were pulled out of mines, the Ministry confirmed that there are programmes to keep children in school in order to reduce the number of children working in mining sites.