



Topic: Child Labour

Special
Edition

Worldwide, millions of children are being denied their basic rights. They have become victims of child labour, violence and human trafficking. Although the world's population has never been richer than it is today, every day children have to work instead of going to school in order to ensure their families' survival. Worldwide, over 150 million girls and boys are working, half of them under exploitative conditions, thus depriving them both of their childhood and their future. Covid-19 will only further exacerbate their already dire predicament. This booklet aims to raise awareness about child labour and to provide impulses, thus enabling young people to come to grips with these complex issues and to motivate them to take action. What are the root causes of child labour? What role does child labour play in our globally networked economy? How can the global community ensure that each and every child can grow up in freedom, security and with a proper education? This booklet offers suggestions for educational activities, for we must act now: Exploited children simply cannot wait any longer!

Photo: A young girl works on sheet metal parts in the slum's of Bangladesh's capital Dhaka, where nearly every second child must work to secure income for their families. Almost 5 million children work in slave-like conditions as cheap labour.

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Approaches to *Global Learning*

” The power of youth is the common wealth for the entire world. The faces of young people are the faces of our past, our present and our future. No segment in the society can match with the power, idealism, enthusiasm and courage of the young people. “

Kailash Satyarthi,

Nobel Peace Prize Laureate and Children’s Rights Activist



To take out and copy



For presentation on the interactive whiteboard



Roleplay



Smartphone- and tablet-rally



Suitable for Secondary Level I



Suitable for Secondary Level II

How to use *Global Learning*

What do our daily lives have to do with the children’s situation in the Global South? This educational material offers an introduction to topics relating child labour and children’s rights worldwide, which is equally suitable for schools and extracurricular youth work. The materials herein presented are suitable for children and young people from the age of twelve upward. These will enable teachers and educators alike to clearly deal with the topics in an interactive manner. This educational material primarily aims to provide an overview, convey how the various approaches are being adapted, and initiate impulses in the hope that this crucial topic will once again gain greater visibility in the public eye. Given the proximity in years to the impacted age group, this topic can be emotionally challenging. This material aims to clearly communicate the background (pages 4/5) to child labour and render complex contexts more understandable. First-hand reports by child workers themselves should also give young people a more realistic idea of how relevant the issue remains to this very day.

Despite the topic’s seriousness, this booklet also wants to encourage young people and show just how important each and every individual is, and to get across that we can all make a difference. Young people will hereby find options for action, for example, with the “100 Million” campaign (pages 20/21). As consumers, young people can also wield considerable influence through the choice of products they decide to purchase. More details can be found on this subject in the sections covering sustainable business, supply chains and Fair Trade (pages 16/17). The UN’s International Year 2021 for the Elimination of Child Labour and the UN Sustainable Development Goal (SDGs) to end all forms of child labour by 2025 offer us a glimpse into what the future holds. The Corona pandemic has exacerbated an already difficult situation for millions of children and young people throughout the Global South. UNICEF predicts that millions of young people worldwide will fall back into child labour as a result of the pandemic. Due to lockdowns in multiple countries worldwide and their related consequences, such as school closures and the loss of work opportunities for parents, even more children are now forced to work. This booklet avails of the International Labour Organisation’s (ILO) latest figures. The most up-to-date figures on global child labour will be published in July 2021.

Materials for Teachers

Each page in this booklet can be used as a worksheet for teaching in the classroom. Any supplementary material required for preparing and designing your lessons (background information, worksheets and films) can be found at:

→ www.brot-fuer-die-welt.de/global-lernen

For Online lessons (distance learning), you can also download the *Global Learning* booklet as a PDF file and forward it to the young people. Participants can work on all the assignments independently on their computers, save them, and then email them back.

Incentives to Introduce the Topic

Warm-up/Movement Game

This game provides an initial introduction to the topic of child labour. Gather some questions and group yourselves in the classroom according to your yes/no answers.

Examples:

- I know the causes of child labour.
- I know someone who had to work as a child.
- I myself had to work.
- Child labour can be stopped.

You can also expand on the questions or formulate your own questions in order to engage in conversation with each other. For example:

- What comes to mind whenever you hear the word “child labour”?
- Estimate how many objects in the room were produced using child labour. Which objects do not involve child labour? Why do you think so?
- Does it make any sense to boycott products that involve the use of child labour?

Let's Do the Chocolate Test!

Divide four bars of chocolate into small pieces, using two non-Fair Trade and two Fair Trade bars. Sit in a circle, pass the chocolate around on a plate and then sample the chocolate with your eyes closed. Let it melt in your mouth and try to guess from the taste whether the chocolate is Fair Trade or not. The answer to that question can be marked under the plate. This activity can serve as an introduction to child labour in the cocoa industry. More information can be found on page 17.

Your Dreams and Hopes

We want your creative input! How would you envision a world without exploitative child labour? How different would such a world look like? What would change for working children, but also for adults? Would there be more young people studying, more young doctors and engineers? Let your creativity run free, take a photo, draw a picture or make a short film. Or simply write down your thoughts or hopes on a piece of paper.

Good News Bulletin

Child labour is not an easy topic to deal with. Aside from all the negative news we consume daily via social media, TV and radio, let us not forget that there are also many good news items. Collect positive news items that demonstrate that the situation for children worldwide is improving and create a programme for the Kika Channel. Form a team: who will do research on the background, who will report on the situation on the ground, and who will finally deliver the good news of the day? Examples of “good news” can be found on several pages in this booklet.



Good News!

All 187 member nations have ratified the ILO Convention 182 on the worst forms of child labour and committed themselves to eliminating exploitative child labour: the most recent nation to ratify it is the South Pacific nation of Tonga.



Practice 1

For Presentation on the Interactive Whiteboard



Child Labour – Slavery in the 21st Century

They slave away in mines, clean houses as maids or provide free labour at harvest time. World-wide, 152 million children still have to work in order to ensure that their families survive – that means every tenth child in the world. Nearly half of them suffer from hazardous or exploitative child labour that is detrimental to their health and/or prevents them from attending school. Education, however, is one of the key answers in the fight against child labour.

While child labour is officially banned in almost all countries, the International Labour Organisation (ILO)* estimates that some 152 million children across Africa, Asia and Latin America, as well as in Eastern Europe and Central Asia, have to engage in hard labour every single day. Minors are most impacted in those countries where per capita income is low. If their parents have no money, the children then have to do their part in order to contribute to household income. More than seventy percent of those girls and boys work in the agricultural sector. They help their parents with sowing or herding animals. Others provide their services in restaurants, run errands, or engage in street vending. Furthermore, they have to work in mines or rock quarries, which is one of the worst forms of child labour and designated as hazardous.

Child labour has many aspects: in Ivory Coast, girls and boys harvest cocoa for the chocolate we enjoy and, in Bangladesh, they dye the jeans we like to wear. They pick cotton in Turkey and separate our electrical waste in China. Almost half of the working children are under twelve-years-old. Boys appear in the statistics more often than girls. This is because girls are more often involved in “invisible” forms of child labour: They have to take over household chores or are sold to other families as housemaids. The number of unreported cases of working children is estimated to be much higher. Many working children cannot go to school, rest, or play carefree – despite this being a child’s right. Without schooling, however, they have little or no chance of finding well-paid work later on, work which would enable them to break out of poverty: The vicious circle starts all over again.

*Source: ILO – Global Estimates of Child Labour 2017



48 % of all working children are 5 to 11 years-old
28 % are 12 to 14 years-old
24 % are 15 to 17 years old



Every tenth child in the world has to work.

Materials for Teachers (in German only)

You can find a PowerPoint presentation for designing your lessons at:

→ www.brot-fuer-die-welt.de/global-lernen

Assignments

Exchange information in small groups.

- What do you already know about child labour?
- Why do children have to work in the first place?
- In which regions of the world is child labour most prevalent?
- What moves you most about this topic?

Media Tip

→ Watch the explanatory film (2:45 min.) on the topic of child labour:

→ www.youtube.com/watch?v=sB-FfR_BT3s

What caught your attention or surprised you?



Good News!
Today, 94 million fewer children are working than in 2000. At that time, there were still 246 million children trapped in child labour.



Practice 2

Roleplay

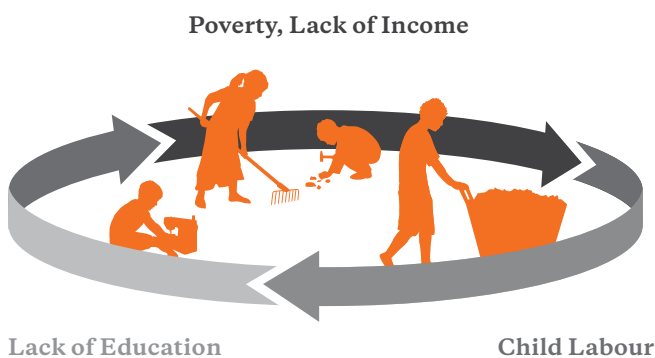


Preventing Child Labour – But How?

Child labour is a complex problem for which there are no simple solutions. We need to understand its causes in order to combat it effectively. Most children have to work because their parents do not earn enough money to feed their families. This creates a vicious cycle of poverty and exploitation that repeats itself endlessly. The Corona pandemic has further exacerbated this situation worldwide.

Worldwide, every day millions of children perform work that adults should be doing. Hence, the exploitation of girls and boys can only be contained if its root cause is tackled: extreme poverty. Parents living in poverty often find themselves forced to send their children out to work – even if working conditions are generally catastrophic and the contribution the children can make to the household income is only minimal. If parents do not earn enough, their children have to bring money home, no matter at what cost. Often, it is a matter of survival. Low wages, but also inequality, social exclusion and lack of access to education, contribute decisively to the prevalence of child labour. If the parents themselves have not gone to school, they often doubt that attending school will benefit their children. Child labour is also facilitated through traditional values in communities. In many cultures worldwide, it is simply taken for granted that children should work. Parents therefore need to be sensitized about the issue.

Given a lack of education, working girls and boys usually suffer from poor developmental opportunities. Studies have shown that children of former child labourers are at high risk of ending up in child labour. In order to effectively protect minors, the living conditions of their families must change. This includes: A living wage, social security (e.g. health insurance) and proper access to good education. Politicians, business leaders and civil society must ensure that children's rights are respected in their respective countries. Family allowance programmes such as *Bolsa Familia* in Brazil have been proven to be highly effective: every month parents receive money so that they can send their children to school instead of sending them to work in the fields. Child Labour Free Zones, which involve local communities, have also proven to be highly effective models in the fight against child labour.



Assignments

→ Discuss how the vicious cycle of child labour and poverty can be broken. Rank the causes and solutions in the text and supplement it with your ideas on how to tackle the problem. More information is to be found in the FAQs:

→ www.brot-fuer-die-welt.de/global-lernen

→ Put yourself in the shoes of various stakeholders (childworkers, family members, teachers, government representatives, etc.) and explore the various conflicts of interest on the topic of child labour. You can find a complete simulation game here:

→ www.brot-fuer-die-welt.de/global-lernen



In India, children are excessively exploited as cheap labour in the mining of coal, ores, diamonds and natural stones.



In Sierra Leone, seven out of every ten child workers have to help their families in the fields instead of going to school.

Practice 3

To take out and copy



Child Labour Worldwide

No matter where you go in the world, child labour is a reality, as in the following African countries: Benin, Burkina Faso, Cameroon, Eritrea, Mali, Niger, Somalia, Chad and the Central African Republic, as well as across Asia in Bangladesh, India, Myanmar, Nepal, North Korea, Pakistan and the Philippines, and in the Americas in Peru, Bolivia, Brazil, Mexico and Venezuela.* These are just some of the countries where the risk of child labour is particularly high. Moreover, countries in Europe and Central Asia such as Afghanistan, Russia, Turkey or Uzbekistan are also impacted. Most children who cannot go to school on account of having to work live in sub-Saharan Africa. In this and other regions around the world, armed conflicts and natural disasters are responsible for the high levels of child labour, in addition to poverty. Countries such as China, Bangladesh, India, Vietnam, Turkey and Cambodia are considered global production hubs for the world's economy – and it is here that children find themselves at an extreme risk of ending up in exploitative child labour.

*Source: data.unicef.org/topic/child-protection/child-labour



Sierra Leone

About half of all children in this west African nation have to go out and work. They sell food on the streets or help with the harvest. Many have lost their parents through illness or war.



In which sectors do children work?

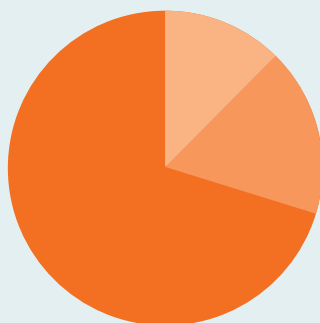
How many children work on each continent?

Source: ILO – Global Estimates of Child Labour 2017

70.9 %
Agriculture

17.2 %
Services

11.9 %
Industry

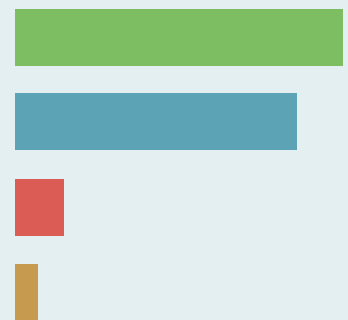


72.1 Mio.
in Africa

62.1 Mio.
in Asia

10.7 Mio.
in Latin America

5.5 Mio.
in Europe and Central Asia





Kyrgyzstan

Every day, together with his sister, Ubaidullo (12) collects cardboard and paper at the wholesale market in the capital Bishkek in order to secure some income for his family, who are barely surviving on the breadline.



Philippines

Day in day out, thousands of children and young people work hard in the sugarcane fields. Their families have no land of their own and have to work as day labourers on the plantations.



India

An estimated one fifth of mine workers are children, both boys and girls. Many have to work more than ten hours per day and are exposed to coal dust and harmful fumes or suffer work-related injuries.



Paraguay

Cristián Imanuel Flor (12) works as a shoeshine boy: “My mother earns very little as a cleaner, my stepfather doesn’t take care of us. If I don’t earn something, my little brothers and sisters will have nothing to eat.”

Assignments

- Mark each country mentioned in the text on the world map and fill in their names.
- Travel round the world with “Actionbound” and visit children on each continent:



Kyrgyzstan



Zimbabwe



Colombia



India

Practice 4

To take out and copy



UN Convention on the Rights of the Child

The fifty-four articles in the UN Convention on the Rights of the Child designate children as rights-holders in their own right and lay down minimum standards for the welfare of children that are binding under international law.



43-54



HOW THE CONVENTION WORKS

Assignments

→ Investigate what you consider the most important children's rights and find examples of how these are implemented in your life. Who guarantees that your rights will be respected?

The English version of the Convention:

→ www.ohchr.org/en/professionalinterest/pages/crc.aspx

Practice 5

To take out and copy



Children have Rights

The UN Convention on the Rights of the Child assures every child around the world identical rights – for example, the right to live in peace, to be well cared for, to go to school and to have personal secrets. And yet, millions of children are currently denied these rights.

Children's rights pay particular attention to the unique needs of children, needs such as protection, care and support. In order to secure these rights, an international treaty was adopted: the UN Convention on the Rights of the Child. Launched by the United Nations in 1989 and – with

the exception of the U.S.A. – it has been ratified by every other country in the world. With its almost universal recognition, it sets out a shared basis for values and action. Its four pillars are: the right to survival, the right to protection, the right to development and the right to participation.

Ten Key Children's Rights

- Equality: No child may be disadvantaged.
- Health: Children should live healthy lives, find security, and not have to endure hardships.
- Education: Children should be allowed to learn and obtain an education that meets their needs and abilities.
- Information, freedom of expression and participation: Children have the right to obtain any information they need and to express their opinions. Children should have a say in everything that impact their lives and be able to express what they think openly.
- Free time, games and recreation. Children must have free time, they should be allowed to play games and relax.
- Parental care: Every child has the right to grow up with its parents, even if the child does not live with them. If this is not possible, foster parents, for example, should take care of the child.
- Protection from exploitation and violence: Children have the right to be brought up without violence. They must be protected from violence, any form of abuse, as well as sexual and economic exploitation.
- Right to decent living conditions: Every child should have enough to live on so that they can properly develop, both physically and mentally.
- Protection in war and for refugees: Children must be given special protection in war and while on the run from conflicts.
- Special care and support for disabled children: Children with disabilities should be specially cared for and supported in such a way that they can actively participate in life.



Good News!
(Nearly) every nation in the world has signed the Convention on the Rights of the Child. Somalia and South Sudan are its most recent signatories.

Assignments

- Do children need their own rights? Discuss this question in small groups and consider which particular rights are important to you and why. Choose three of the most important children's rights and explain their significance.
- Where do you encounter children's rights in your every day life?
- Across the Global South, children's rights have often not been implemented. Every day, children die on account of curable diseases. Even in Europe, there are serious shortcomings: many children live in poverty and children are rarely involved in politics. Work out three suggestions on how you can get politically involved (e.g. as a child ambassador).

Media Tips

- Watch the UNICEF film (5:20 min.):
 - www.youtube.com/watch?v=pXUaxFs4ocM
(in German only)
- "Children's Rights" easily explained:
 - www.bmfsfj.de/bmfsfj/service/publikationen/die-rechte-der-kinder/86756



Practice 6

To take out and copy



Jobbing or Working? The ILO and its Conventions

For more than a century, the International Labour Organisation (ILO) has been promoting decent work conditions worldwide. Founded in 1919, the ILO is the UN's oldest agency. From Albania to Zimbabwe, the ILO has 187 member states.

The ILO has been successfully fighting exploitative child labour for decades: As of 2000, the number of child labourers has been steadily decreasing. The ILO has adopted two major conventions: Convention 138 which determines the minimum age at which children are allowed to work. Convention 182, adopted in 1999, which prohibits the worst forms of child labour – so-called hazardous child labour: Forced labour, child prostitution and use as child soldiers. Member states must implement national action plans to combat all such forms of child exploitation. To date, however, many governments have not adopted sufficient measures to counteract child labour within their own territories. Furthermore, the Corona pandemic threatens to reverse any progress that has been already achieved. Yet, there is hope: In 2021, the UN International Year for the Elimination of Child Labour, could provide fresh impetus to shift from commitments to action.

Here, you can find more information on how you can become active in the UN Year for the Elimination of Child Labour:

→ www.endchildlabour2021.org

Assignments

Exploitative child labour deprives children not only of their childhood, but also their future and their dignity. It violates their basic rights and hinders their physical and mental development.

→ Discuss this statement.

→ Where does exploitative child labour start?

Why is an organization such as the ILO necessary?

→ Listen to these two songs against child labour:



Song 1

→ www.youtube.com/watch?v=qHNgfStLwNc



Song 2

→ www.youtube.com/watch?v=sbFjSyaLC3I&feature=emb_logo

→ Which images touch you? Which song would you “like”? If so, why?

Convention 138

Minimum Age for Admission to Employment

... obliges signatory states to determine by law a certain minimum age for working children and adolescents.

This age can vary between fourteen and fifteen years, depending upon completion of compulsory schooling.

In Germany, too, young people may work from the age of fifteen, only on condition, however, that they are no longer of compulsory school age.

Convention 182

Prohibition of Exploitative Child Labour

... prohibits the use of children under the age of eighteen for any form of work that would endanger their health, safety and development. The ILO defines exploitative child labour as activities for which children are too young, or which are illegal or dangerous, which would harm their mental, physical and spiritual development, or prevent them from attending school. Slavery, sexual exploitation and the use of children in armed conflicts are considered the worst forms of child labour.

And how about Babysitting and Mowing the Lawn?

In principle, child labour is prohibited in Germany with some notable exceptions: Children over the age of thirteen are allowed to earn some extra money, but are only permitted to work up to three hours per day maximum. It is extremely important to note: their parents must agree and that school and leisure time are not negatively impacted by engaging in this part-time work. The German Federal “Youth Employment Protection Act” regulates exactly which kind of work young people are allowed to do. For further information:

→ www.tagesschau.de/inland/faq-kinderarbeit-101.html

Assignments

→ Is work beneficial for young people? Form buzz groups and collect the pros and cons on this question.

Practice 7

To take out and copy



Outright Ban or Legalise Child Labour?

How effective is a ban on child labour anyway? Opinions differ on this. While advocates of a ban attribute the decline in child labour to legal regulations, opponents are of the opinion that such a ban would instead harm working children. These opposing views have hardened; what is lacking is a willingness to find a compromise that could lead to a solution.

Pros!

Those in favour of a ban on child labour stress that many working children are too young to take their fate into their own hands. Hence, it is the adult's responsibility

to protect children. By not banning child labour, but instead providing a legal basis for it – i.e. legalising it – would thus have a rather negative impact: Wages would continue to fall, adults would be forced out of their jobs. A ban would be much easier to monitor than assessing compliance with minimum working conditions. Moreover, a distinction between exploitative and non-exploitative work makes no sense, for any form of work will jeopardise the child's success at school. Children with no or poor schooling would have no chance of breaking out of poverty's vicious circle. Even if enforcement of a child labour ban can only be achieved through massive political effort, this objective must be maintained.

Contras!

Opponents of such a ban are convinced that a ban on child labour would only serve to soothe the

consciences of well-meaning adults, while effectively harming working children. A work ban would further worsen living conditions: families would not be able to survive without the income derived from the children's labour and would thus be forced to engage in illegal activities. They would not be in a position to defend themselves against unacceptable working conditions or receiving low wages. Hence, it is necessary to legalise child labour: only through such a move will working children be able to stand up for their rights. Moreover, many children actually want to work because it makes them proud to be able to contribute to the household income. They do not consider their work as restricting their future development, but rather as an opportunity to learn important skills and to gain independence and social recognition. The most prominent advocate for this proposition is the movement for working children and adolescents (*Niños, Niñas y Adolescentes Trabajadores, NATs*), which has many supporters, especially throughout Latin America.

If I could, I'd stop going to school and start working.

Working children are always exploited.

Child labour is alright if the children themselves want to work.

Every child who does not go to school is a child labourer.

Assignments

- Pro or Contra – which position would you support? Where do you see the advantages and/or disadvantages of each position? How could both positions be meaningfully interlinked? Exchange views in buzz groups and then discuss the questions.
- On the left, you will observe diverse views on the topic of child labour. Form two groups, discuss these propositions and then decide per group on the one you want to represent. The first group will try to convince members of the opposing group with arguments about the advantages of their proposition and to persuade them to switch to their group.

Practice 8

To take out and copy



School is the Best Workplace

Bread for the World's partner organisations have been bolstering the rights of girls and boys in the Global South and inform families about child labour. For only those who know their rights will be in a position to fight for them.

One third of working children cannot go to school. If deprived of access to education, their future development will be put at risk. If families find a way out of hardship and poverty, then their children will also have a chance for a better future.

Bread for the World's partner organisations have been supporting poverty-stricken and marginalised people throughout Africa, Asia and Latin America empowering them to improve their living situation. They are informing local families about child labour and work to ensure that international children's rights are enforced on a national level. At workshops families learn, for example, how to plant allotment gardens or improve their harvests through sustainable agriculture. Furthermore, they can use start-up capital in order to set up micro-enterprises such as sewing rooms or small shops for foodstuffs. Thanks to these new sources of income, they no longer are forced into deploying their children as cheap labour. School attendance often drops off simply on account of school fees. Our partner organisations are financing the purchase of textbooks and launching school scholarships so that working girls and boys can catch up on the school assignments they have missed. School meals – for many children their only warm daily meal – also represent a source of financial relief for families. In remote rural regions, however, there are neither enough schools nor

teachers. In these challenging circumstances, the onus is on the State to provide children nationwide with a good education. This can only be achieved by building schools, expanding digital networks and paying teachers decent wages. What is often lacking, however, is the political will. Structural adjustment programs (SAPs) and the States' indebtedness, which might lead to insolvency, can also render free access to good education even more difficult.

Find out more about how Bread for the World's partner organisations empower children through their projects:

→ www.brot-fuer-die-welt.de/themen/dossier-ausbeuterische-kinderarbeit

Glendelyn, a former child worker, now helps other children to realise their dreams. You can read her story here:

→ www.brot-fuer-die-welt.de/blog/2020-der-lange-weg-zum-erfolg

Assignments

→ Sugarcane fields or school? A Filipino family must decide whether to send their children out to work or to school. Put yourselves in this family's shoes. Roleplay for this situation can be found at:

→ www.brot-fuer-die-welt.de/global-lernen



In Paraguay, young girls protest against sexual violence and demand measures to protect children.



Enriqueta's small shop in the Philippines finances her granddaughters' schooling.



The "House of Happiness" in Bangladesh offers child labourers a chance for a better life.

Good News!
Both Sierra Leone and Zimbabwe have committed to no longer excluding pregnant women and teenage mothers from attending school.

Practice 9

To take out and copy



A Day in the Life of Mbalu

Sierra Leone is one of the world's poorest nations. More than half of all children there have to work so that their families can survive. And so it is for eight-year-old Mbalu Tarawallie. Following the death of her parents, she has been growing up with her grandparents. Mbalu has to sell tobacco to earn a living for her family. Thanks to the support of our partner organisation SIGA (Sierra Grass-roots Agency), she can now attend school despite having to work – for many children, however, in Sierra Leone this remains a dream.



07:00
Together with her friend Fatmata, Mbalu goes to the village school in Magbokie.



09:00
At home, she speaks the Creole language Krio, at school she also learns English.



12:00
After school, Mbalu does all the housework: she cleans, cooks and washes the dishes.



13:00
Mbalu prepares lunch with her grandmother.



14:00
Mbalu sells tobacco and kola nuts to earn money for her family.



15:00
In the village, many men buy kola nuts, for they are invigorating and filling.



18:00
Mbalu gives her grandmother her day's earnings: 12,000 leones, about one euro.



20:00
A long day finally comes to a close. Mbalu plays with her teddy-bear, her only toy.



21:00
Bedtime: she shares a bed with her grandparents in the only room in the house.

Assignments

→ Describe your daily routine using notes, drawings or photos on a sheet of paper. Compare how Mbalu's life differs from yours. Which children's rights has she been deprived of (pages 8/9)? How could her situation be improved? Formulate three suggestions.

→ Read Mbalu's story here:

→ www.brot-fuer-die-welt.de/projekte/sierra-leone-kinderarbeit

→ How is SIGA helping her so that she can go to school?
→ Do you think that child labour and school are compatible? Discuss the pros and cons of this question in small groups.

Practice 10

To take out and copy



Voices of Child Workers

A former child worker from Cameroon tells her life story: At the age of five she was sold as a domestic slave to another family, and her parents received twenty US dollars a month for her labour. At the age of twelve, she was able to free herself from her destiny as a child labourer, returned to her family, went to school, graduated and went on to study. Today, this twenty-eight-year-old runs her own NGO that provides school scholarships for children from poor families.

How did it come about that you had to work as a child?

At the age of five, I was still living with my parents in a small village. My family was very poor. All I recall is that we were all living in one room and that the kitchen and toilets were far away. I remember that we used to eat twice a day. One evening my mother told me that I had to go on a trip the following day in order to stay with one of our relatives. I was too young to understand anything. The next day, someone picked me up and took me to town. From then on, I lived with another family, cleaned their house and took care of their children. On getting older, I also had to shop for them, cook and do all the housework. I was never allowed to play and just worked all the time. I also had to take their children to school, thus enabling me to catch up on some of the lessons. After four years, I was able to see my parents again briefly when we visited my village during the holidays. I had to work for that family for another two years. It was only thereafter that I could return to my parents.

How were your experiences as a child worker?

I still feel bad because I missed out on my childhood. I couldn't play freely, talk or interact with others in any way. To this day, I feel an emptiness inside of me that I can't explain. I wish I could have spent more time with my parents and siblings and grown up together with them.

How is the situation for working children in Cameroon?

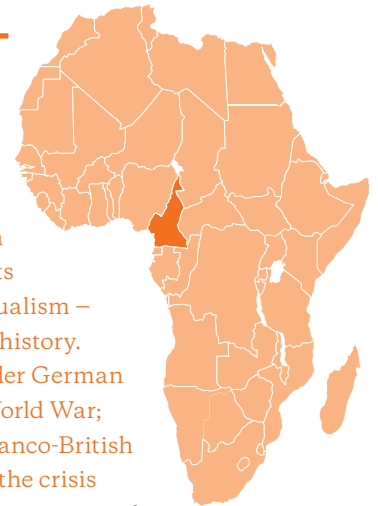
Since 2016, it has been particularly difficult due to the armed conflict. Many children have lost their parents, schools have been burned down, many children in the Douala and Yaoundé regions are now living on the streets. Child labour is very common and child prostitution is the order of the day. Children are looking for a way to eke out a living. They have to work as day labourers or beg.

What has to change so that children in Cameroon no longer have to work?

The government needs to change its policies. Poverty must be alleviated, people must be made aware of the evils of child labour, and children's education must be free.

Country example: Cameroon

Separatists and government security forces have been facing each other off in an armed conflict that has its roots in the country's bilingualism – and thus also in its colonial history. Initially, Cameroon was under German occupation until the First World War; it subsequently became a Franco-British colony until 1960. In 2016, the crisis dramatically escalated with protests in the Anglophone region demanding greater autonomy and criticising the authoritarian regime of President Paul Biya, who has ruled the country since 1982. Ever since, civil war has been raging across the country's two western provinces. In order to put pressure on the government, non-state armed groups have sought to keep schools closed by force. More than 600.000 children have been negatively impacted. Under the onslaught of repeated attacks, many children have died and hundreds of thousands of people have had to flee the country.



Assignments

- Write a letter to this former child worker. What would you like to ask or wish her?
- What needs to change in Cameroon for her to tell a different story? Research the situation in that country.
- Child labour also exists in Europe. Watch the film *Schuhe statt Schule* [Shoes not School] (17:00 min.) about child labour in Turkey:
→ www.youtube.com/watch?v=ap04jeg1gWE (German version only)



”

I've been working in the coal mines since I was ten-years-old. If we don't help our parents, who then will help them?

Shivani (14), India

I used to work twelve hours a day in the cotton fields. For the first time ever I can now go to school.

Thimmamma (14), India

When my mother died, my father took me out of school and sent me to work in a brick factory.

Rabi (12), Bangladesh

Sometimes I used to get headaches while working. Whenever I refused to work, my supervisor would beat me. He insisted that I keep on working and that I could sleep later.

Former child worker in leather factory, India

Having our voices heard is a right, not a privilege.

Felipe Caetano (17), Brazil

“



Bolivia: Child Labour Law

In Latin America's poorest nation, child labour is particularly deep-rooted. As of July 2014, Law 548 officially allowed child labour from the age of ten – Bolivia is the only country in the world to permit such conditions. The children have to go to school at the same time. Under international pressure, however, the Bolivian government has meanwhile withdrawn key passages from this legislation.

A child worker stated: I can't rely on the State or on Western values. In the Aymara language we have 150 terms for work. But they have nothing to do with exploitation or abuse. It's all about learning for life, not for school.

Country example: Paraguay

The Callescuela organisation helps boys and girls across poor neighbourhoods in the nation's capital Asunción to stand up for their rights.



Norma Duarte, Callescuela's project coordinator, talks about her work: Paraguay is mired in poverty, which is the main cause of child labour. Moreover, soya cultivation is increasingly forcing smallholder families and indigenous peoples off their lands. They are fleeing to urban areas. As day labourers, however, they cannot feed their families and their children have to help them to get by. The most difficult thing is to change the attitude of adults in the institutions responsible for people's welfare. Most of them consider child protection as charity for the poor. They think it will suffice just to give the children food. Or they take repressive measures by putting working children in institutions. For me, the greatest success has been that the young people are now organising themselves autonomously. They are resisting drug use and crime and have set out their interests to the authorities and civil society. I'm proud of what they have achieved.

Assignments

→ Create an explanatory poster with all the relevant stakeholders in child labour and think about how they could jointly contribute to coming up with a solution to the problem. You can find a template here:

→ www.brot-fuer-die-welt.de/global-lernen

Practice 11

To take out and copy



Mobile phones, jeans and chocolate – a high price to pay for cheap fashion and bargains.

Children across the Global South have to collect raw materials for mobile phones, harvest cocoa beans for our coffee, and sew our clothes. They are systematically exploited so that companies can produce products cheaply and consumers across Europe can shop cheaply.

Without child labour we could scarcely afford many products we consume and use in our everyday lives: bananas, cashew nuts, lipsticks, shoes and textiles... the list goes on and on. An estimated 10 to 25 per cent of the world's child labour takes place in global supply chains. Raw materials such as gold, mica, cobalt, copper, coltan and diamonds are mined under inhumane conditions across Africa, Asia and Latin America for the jewellery, car and mobile phone industries. In gold mines, thousands of children worldwide have to work in torturous conditions. Given low commodity prices and starvation-level wages in multiple sectors across the Global South, companies have been making billions in profits. Working children, on the other hand, have been paying with their health and their future in order to satisfy consumers across Europe.

The longer and more complex the supply chain, the greater the risk of environmental damage and human rights violations. According to the UN Guiding Principles on Business and Human Rights, governments have a duty to prevent such infractions. Companies must also respect human rights, for their business activities not only impact local infrastructures but also people's lives directly. In many countries, however, employers who subjugate

children have to face little or no punishment. Furthermore, there are huge legal gaps in how children's rights are applied. The private sector, for example, thus can play a crucial role in eradicating child labour. Henceforth, companies voluntary commitments are to be legally regulated through a Supply Chain Act. Under this new legal regime, companies shall have to disclose their supply chains and build in internal control systems that would not only identify risks but also guarantee human rights and environmental standards. Measures against child labour could be, for instance, that companies finance the education of children who had previously worked and compensate their families for any potential loss of income. Support for a European supply chain law is also growing across the EU. A company's civil liability remains a point of contention, however. This would also enable exploited children from the Global South to sue for their rights in the German courts.

Mobile Phones, Glitter and Mica

Cobalt can be found in nearly every battery, smartphone or electric car. The DR Congo is home to around half of the world's reserves, and mining often involves children, many of whom have suffered injuries or encountered accidents during the mining process. The key beneficiaries from this exploitation are technology giants such as Apple, Microsoft and Dell, but also car manufacturers such as BMW, Daimler, and Volkswagen. Child labour is also widespread and extremely dangerous in gold mines, especially on account of noxious gases, collapsing shafts and contact with mercury. Children in India have to slave away to mine the mica used in the cosmetics industry – for glittering make-up and car paint.

Fast Fashion

Clothing production has doubled since the turn of the millennium. Online retailers have made disposable fashion or so-called fast fashion hugely attractive to consumers, who can now shop round the clock. Cheap clothes can be quickly disposed of, while no one wants old clothes any more. The Global South has also been impacted: In Bangladesh's capital Dhaka, the textile sector is one of the biggest employers of children. Most of them work in smaller factory units that supply large exporters from the West. Even in the Indian garment industry, the child labour rate lies at seventeen percent. Working conditions are often catastrophic. A counter-trend is the so-called slow fashion, which has been advocating sustainable and conscious fashion. This trend is associated with high-quality natural fibres such as organic cotton or hemp, upcycling, swap meets, as well as the motto "degrowth" or post-growth: less is more.

Chocolate – one bar 1.50 euros, one child 200 euros

Europeans eat half of the chocolate produced worldwide, some 1.5 million tonnes per year, the equivalent of fifteen billion bars. Yet, almost every single bar of chocolate sold in Europe was produced using child labour. More than 1.5 million children work on the cocoa plantations in the Ivory Coast and Ghana. In general, cocoa farmers earn less than 1.90 US dollars per day. They cannot afford to pay adult workers. Instead, they rely upon unpaid children, many of whom traffickers have smuggled over the border from Burkina Faso and Mali. The cocoa farmers pay about 200 euros per child. They can then exploit them indefinitely: Children have to carry heavy sacks, cut or burn down forests, split open cocoa fruits with sharp machetes and handle pesticides without protection. And all this despite the fact that international chocolate producers such as Mars, Hershey's, Nestlé, ADM, Barry Callebaut, Cargill and Ferrero decided as early as in 2001 in the Harkin-Engel Protocol to no longer tolerate the worst forms of child labour. Over the intervening years, scarcely any changes have occurred on the ground. With the establishment of a proper monitoring system and higher wages for farmers, child labour in cocoa cultivation in West Africa could be nearly eradicated.

Fair Trade

The standards assured by the Fair Trade certified seal and the specifications set out by Fair Trade companies such as GEPA ensure minimum prices for small farmers where the products are grown, environmentally friendly cultivation, and premiums to secure livelihoods. Child labour is strictly prohibited. By buying Fair Trade products, you are directly supporting cooperatives where the products are produced.

→ www.gepa.de

→ www.fairtrade-deutschland.de

Supply Chain Law

Appalling reports about exploitative child labour, factories in flames or destroyed rainforests demonstrate how companies are not sufficiently meeting their responsibilities voluntarily. Multiple NGOs are calling for a supply chain law which would make companies liable for damage to both persons and to the environment. In Germany, the first draft of a supply chain law is already available. Information on its current status.

→ www.lieferkettengesetz.de (German version only)

→ The Business & Human Rights Resource Centre has called out human rights violations committed by German companies.

→ www.business-humanrights.org/de

→ Similar laws are already on the books in the Netherlands and France. Research on this. → www.verfassungsblog.de

Assignments

- Child labour is used in which products? Download the ILAB-App Sweat&Toil on your mobile phone and select two countries for which you will research the following questions: In which raw materials/products is child labour used there? Are children there at risk of being forced into child labour? Has any progress on child labour been made recently, and what form has it taken. What needs to happen for child labour to end there?
- Research the entire supply chain of your favourite T-shirt, trainers, mobile phones, etc. Check the manufacturing and recycling processes. How sustainable are these products?
- In your personal life, how can you consume more sustainably? Share your ideas within your group and choose a first project to work on!
- Develop a fictitious brand *Eco.Social.Fair* for sustainable products. Think about the supply chain of the product(s), target groups and marketing. You can also include innovative technologies (e.g. an app that monitors products for their sustainability).
- Discover which products are fair during a rally through your school. Develop ideas on how to make your school

day “fairer.” Check your school’s procurement policy and ask the administration about it.

→ Test your ecological footprint and handprint:

→ www.fussabdruck.de and → www.handabdruck.eu

Media Tips and Materials

→ Film *The Dark Side of Chocolate* (43:22 min.)

→ www.youtube.com/watch?v=GT7n8bTdHi8

→ Film *Fast Fashion: Plastic Waste Instead of Fashion?* (43:10 min.)

→ www.youtube.com/watch?v=SEnh6jHvOXc

→ Tips for fair shopping can be found here:

→ www.brot-fuer-die-welt.de/global-lernen

→ Info on Fair Wear fashion:

→ www.fairwear.org

→ Petition for Fair Chocolate:

→ www.schokofair.de
(German version only)

→ Fair Trade explanatory film (2:46 min.)

→ www.youtube.com/watch?v=Q8j5HaOFkg8

→ How can you actively participate? Find out more at:

→ www.utopia.de

(German version only)

Practice 12

To take out and copy



The UN Sustainable Development Goals: Leave No One Behind

Equal opportunities for all, climate action peace, and eradicating child labour. Does this all sound too utopian? No! That's exactly what UN member nations plan to turn into reality with their Sustainable Development Goals (SDGs). Moreover, millions of people across the Global South are losing their jobs and slipping into extreme poverty on account of the Corona crisis. Child labour will therefore increase again.

In 2015, UN member states adopted the Sustainable Development Goals. These range from eradicating global hunger to strengthening sustainable consumption practices and measures to take climate action. These apply universally to all nations and are based on the "5 Ps principles": People, Planet, Prosperity, Peace, Partnership. "An ecologically sustainable and just world without hunger and poverty, without war and inequality." This is the ambitious plan that the United Nations has set for itself. All 193 member states have committed to implementing the SDGs by 2030. Target 8 calls for sustainable and inclusive economic growth, sufficient jobs and decent working conditions for all. Target 8.7 wants to end all forms of forced labour and child labour by 2025.

→ Network with young people worldwide! Here you can find exciting global projects and actions on the SDGs:
→ www.globalgoals.org

Assignments

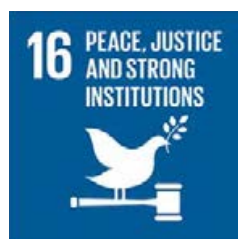
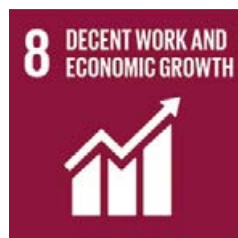
- On this page you will find some SDGs that will contribute toward the elimination of child labour. Select one of them and in small groups research how the international community can implement the particular SDG you have chosen. Develop a plan of action or defend this SDG in a fictionalised speech at the UN.
- Go to → www.17ziele.de
Find out what you can actively do yourself. Decide jointly with other members of your group which ideas you want to implement and write an action plan.

Media Tips

→ As in introduction to the theme, watch the explanatory film to the SDGs (2:45 Min.).



→ www.youtube.com/watch?v=nFQIWeuHmIA



8.7 TARGET 8.7 CALLS ON ALL MEMBER STATES TO:

- take immediate and effective action to eradicate forced labour and end modern slavery and human trafficking
- secure the prohibition and elimination of the worst forms of child labour, including the recruitment and use of child soldiers
- end child labour in all its forms by 2025.

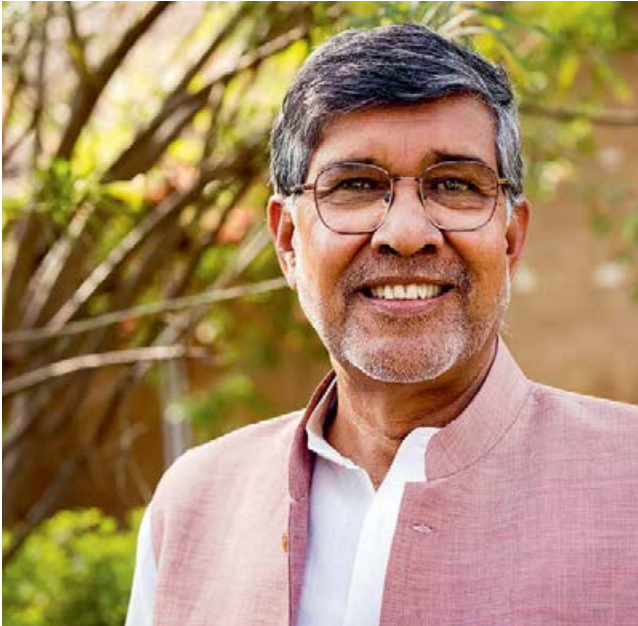
Practice 13

To take out and copy



A Vocal Campaigner for Children's Rights

Kailash Satyarthi is one of the world's most prominent child rights activists. Over decades he has been campaigning against the exploitation of children and for their right to education. With his organisation *Bachpan Bachao Andolan* (Saving Childhood), he has been able to liberate more than 80,000 children from slavery throughout India.



In 1989, Kailash Satyarthi's worldwide movement "Global March" led to the implementation of an international ban on exploitative child labour. In 2016, he founded the global campaign "100 Million", which has been campaigning against child labour on a global level. In 2014, Kailash Satyarthi was awarded the Nobel Peace Prize for his commitment to children's rights.

Together with his organisation *Bachpan Bachao Andolan* (BBA), Kailash Satyarthi rescues minors who have been kept as slaves. Though child labour is officially banned in India, every single day hundreds of thousands of children nonetheless work until the point of exhaustion. They have to work in quarries, weave carpets, clean toilets or help out in large kitchens. Many have been sold by their families or kidnapped by child traffickers.

Thanks to some clandestine operations, BBA have been able to track down some of these enslaved children, free them from their employers and bring them to the care of the Mukti Ashram, a refuge in New Delhi for liberated child slaves. There, they are given new clothing, food and proper medical care. With care and affection, they are reintegrated into social life and returned to their families. The film *The Price of Free* documents Kailash Satyarthi's tireless campaign against child labour.

Assignments

→ Read Kailash Satyarthi's short biography (in German only).

→ www.brot-fuer-die-welt.de/ueber-uns/60-jahre/heldenportraits/kailash-satyarthi

What motivated him to stand up for disadvantaged children?

→ Watch the hero portrait (2 min.). In your eyes, what makes a hero? Why? What would you like to ask the Nobel Peace Prize winner?

→ India is one of the countries with the highest number of child workers on the planet. Despite national laws being on the books, extreme poverty and a strict caste system have constantly underpinned child exploitation and slavery. What possibilities does a campaign such as "100 Million" have to protect children from exploitative labour?

→ "Young people know that they can change the world. We have to encourage them in this belief. Otherwise, we will lose the youth in all countries – some to poverty, others to consumption." Kailash Satyarthi

Do you agree or disagree with his statement? If so, why?

Media Tip

→ Together with your school class watch *The Price of Free* (2018, 92 min., > 14 years).



→ www.youtube.com/watch?v=UsqKz1hd_CY



Practice 14

To take out and copy



The Campaign “100 Million – Free. Safe. Educated.”

When Nobel Peace Prize laureate Kailash Satyarthi launched the global campaign “100 Million” in 2016, he had one goal in mind: a world where all children can grow up free, safe and with access to education.

The idea behind his call to action was to gather 100 million young people across the world to stand up for the rights of working girls and boys. They are raising their voices and demanding that politicians finally put an end to the exploitation of these children. This global campaign thus supports the UN Sustainable Development Goals to completely eradicate child labour by 2025. Bread for the World and the German Education Union (GEW) are supporting this campaign, which is currently up and running in over forty countries.

Bread for the World Youth and “100 Million”

In Germany, too, young people are drawing attention to this urgent issue through public actions and raising awareness about children’s rights. Bread for the World Youth is the driving force behind this increased awareness. Together with pupils and students they are calling upon German political and business leaders to establish globally binding regulations in the economy, such as excluding child labour in supply chains. The young activists even formulated an appeal in an open letter to the current German Chancellor, Angela Merkel. They also successfully pleaded for a law banning the import into Germany of products made using exploitative child labour. During this process, a motion in the Bundestag, the German parliament, called on the German Federal government to initiate such a law. Yet, another stage victory on the way to “100 Million.”

You can read the motion here:

→ www.bundestag.de/dokumente/textarchiv/2019/kw46-de-kinderarbeit-667232

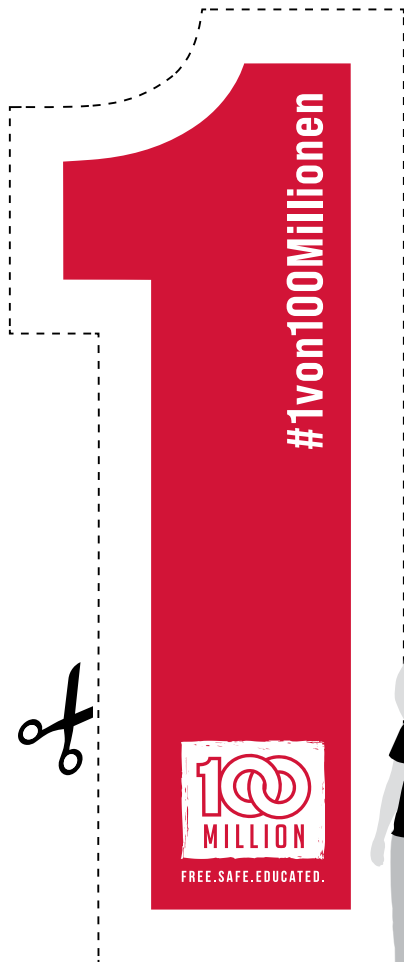


We Dream of a Just World.

We ourselves can initiate peaceful coexistence and solidarity and ensure care for all creation. We can experience this in our local groups and in public actions. We are a network for young people who are committed to sustainable development, whether on the level of our friends or in European politics. Fun, intercultural exchanges and community are important values for us in discussions, events and public demonstrations. This is how we will change our society.

Be a part of this change. Join us!

→ www.brot-fuer-die-welt.de/jugend



Actions by “100 Million” – join in!

Do you want to join the campaign? It's easy.

1. Set an Example against Child Labour!

Post a photo and make a statement against child labour. Paint the number 1 on your hand – or cut it out and paste it on – and post the picture on Instagram.

→ [#1von100Millionen](https://www.instagram.com/1von100Millionen)

2. Inform Yourself and Others

Watch the documentary *The Price of Free* with friends on YouTube (page 19) and organise a workshop at your school. You can get actively involved against child labour. Use the campaign materials from “100 Million” (in German only):

→ www.brot-fuer-die-welt.de/100millionen

3. Influence the Rules of the Game

You can also get involved in politics. Invite a member of parliament for your local constituency to your school and demand effective laws against child labour. Or, write a letter lobbying on the subject. You can find a template here (in German only):

→ www.brot-fuer-die-welt.de/global-lernen

Further Information

“100 Million” in Germany

→ www.brot-fuer-die-welt.de/100millionen

“100 Million” globally

→ www.100million.org

“100 Million” interview (in German only)

→ www.brot-fuer-die-welt.de/global-lernen

Let the Little Children Come to Me

In the Bible, children are the promise bearers, embodiments of God's covenant with humanity, and frequently praised and extolled.

The God of Israel is said to take sides with the weakest, including children, especially orphans. The God of Israel's promise is to open up to the world, in that Jesus God himself was born as a child of poor people and his presence is in this world. Jesus, again, takes up the Jewish advocacy for children, by safeguarding them and describing them as role models (Mark 10:13 – 16). Aside from such high appreciation for children, there are also many incidents in the Bible and throughout the history of the church that we would find abysmal today: Calls for subordination and corporal punishment, experiences of sadness. Despite all the love, empathy and depth of feeling that has constantly created a bond between adults and children, there was often the idea that children were imperfect adults who had to be moulded into adulthood through education.

Works by educators such as Johann Amos Comenius (16th century) and Jean Jacques Rousseau (17th century) started introducing fresh ways of thinking about childhood: it is a unique phase of life, with its own needs and an inherent dignity. Children must pass through this phase; they need to be properly accompanied and their unique needs properly nurtured. Their lives should not simply be guided by the demands of the adult world. It took a considerable time for this approach to gain ground. Even the German philosopher Georg Wilhelm Friedrich Hegel wrote in 1820 that the sensual and natural must be driven out of children in order to educate them to behave rationally. To achieve this, their will must be broken, and severity was definitely the order of the day.

As Christians, we nowadays hold a different view of how children should be treated and raised. We believe that we recognise God's creation in all our fellow human beings. That means to really take each other fully into account. If we do this seriously, we have every reason to treat each other with respect, also and especially with children. This entails abandoning the earlier generations' educational severity, which is scarcely compatible with respect. Equally incompatible with that is that children are engaged in exploitative work, particularly in those dependent relationships where their wages barely secure their livelihoods and they constantly have to suffer under pressure to perform. This has already been ruled out for adults – and ought to be so much more so for children. Child labour has a disastrous impact not only on their physical but also their mental and emotional development and well-being.

Children need breathing space. This is where they can experience themselves and their individual strengths. They can experience this not only in free play but also in their school environment and through contact with responsible adults who will provide them with emotional support and enable them to gain solid learning experiences in order to prepare them well for what awaits them in adult life. Work in the household, or after a certain age in the parental business, whether with other employers or independently, can represent an important step toward experiencing self-efficacy for young people. However, it should never conflict with their needs for play, for exercise, for communal activities or for learning.



The sisters Leidi (13) and Yeni (11) live in the unofficial settlement of Cerro Poty on the outskirts of Paraguay's capital Asunción. Leidi works as a rubbish collector and campaigns for the rights of working children as a delegate of the Cerro Poty children's assembly.

Assignments

- Read the verses from Mark 10, 13 – 16 in the Bible. What is remarkable about the way Jesus here talks about children?
- Verse 15 states: **Truly I tell you, anyone who will not receive the kingdom of God like a child will not enter it.** This verse can be understood in such a way that Jesus makes children a role model. While children need role models, they themselves can also serve as role models.
- Think about how children can be role models for adults.
- Create a collage or a small exhibition on children who serve or have served as role models for others.

Material Notes

Background Information

ILO Child Labour

→ www.ilo.org/global/topics/child-labour/lang-en/index.htm

US Department of Labour

→ www.dol.gov/agencies/ilab/resources/reports/child-labor/findings

UNICEF – COVID-19 and Child Labour

→ data.unicef.org/resources/covid-19-and-child-labour-a-time-of-crisis-a-time-to-act
Alliance 8.7.

→ www.alliance87.org

Global March Foundation

→ www.globalmarch.org

GEW Foundation: Education instead of Child Labour

→ www.gew.de/internationales/fair-childhood
(German version only)

Active Against Child Labour

→ www.aktiv-gegen-kinderarbeit.de
(German version only)

History of Child Labour

→ www.bpb.de/apuz/146095/on-the-history-of-child-labour?p=0

Consume Without Child Labour

→ www.tdh.de/fileadmin/user_upload/inhalte/O4_Was_wir_tun/Themen/Kinderarbeit/Verbraucherbroschuere/2018-06_Konsum_ohne_Kinderarbeit.pdf

“Time to Talk” – Children’s Views on Child Labour

→ www.tdh.de/fileadmin/user_upload/inhalte/O4_Was_wir_tun/Themen/Kinderarbeit/Time_to_Talk/2017-11_Zeit_zu_reden-Dt.pdf

Child Labour Free Zones

→ stopchildlabour.org/assets/SCL_CLFZ_handbook_FINAL_LR_complete.pdf



Film Tips

Schuhe statt Schule (2013), directed by Mehmet Ülger.

→ www.youtube.com/watch?v=ap04jeg1gWE
(German version only)

The Dark Side of Chocolate (2010), Director: Miki Mistrati

→ www.youtube.com/watch?v=GT7n8bTdHi8
(German version only)

The Green Lie (2018), Director: Werner Boote

→ www.youtube.com/watch?v=HvoqCGJ5rpQ

More films on child labour:

→ www.brot-fuer-die-welt.de/global-lernen

Educational Materials

You can find the following materials in our shop to download or to order:

Project magazine “Offering Children a Future”

Art. Nr. 119116100

Child Labour and Children’s Rights in Kyrgyzstan

Art. Nr. 119114840-Kir

Writing Workshops Empower Children

Art. Nr. 119114840-Ind

Definitely Worth Seeing!

The sixth grade class at the Weißensee primary school in Berlin painted pictures on the topic of child labour at their art class.



You can find more pictures from the art class here:

→ www.brot-fuer-die-welt.de/global-lernen

Bread for the World

Bread for the World is the globally active development and relief agency of the Protestant Churches in Germany. In more than ninety countries all across the globe we empower the poor and marginalised to improve their living conditions.

→ www.brot-fuer-die-welt.de/en/bread-for-the-world

Contact us with any suggestions and/or queries you may have:

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Subscriptions and orders for the current issue:

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www.brot-fuer-die-welt.de/global-lernen



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Photos Christof Krackhardt (p. 1 title), Helge Bendl (p. 3 left), Kathrin Harms (p. 3 right); Jörg Böthling (p. 5 top); Christoph Püschner (p. 5 bottom); Christoph Püschner (p. 6); Kathrin Harms, Helge Bendl, Jörg Böthling, Kathrin Harms (p. 7 from top to bottom); UNICEF, United Nations Children's Fund/Child Rights Connect (p. 8); Kathrin Harms (p. 9); Kathrin Harms, Helge Bendl, Karin Desmarowitz (p. 12 from left to right); Christoph Püschner (p. 13); Jörg Böthling (girl at the loom, girl with sewing machine), Helge Bendl (boy in the field), Norbert Neetz (boy at the machine, boy on bicycle), Christoph Püschner (boys at the dump) (p. 15); Kathrin Harms (p. 19); Hermann Bredehorst (pp. 20, 21); Thilo Hoppe (p. 21 bottom); private (p. 21 top); Kathrin Harms (p. 22); pictures from the primary school Berlin-Weißensee (p. 23); Kathrin Harms (p. 24)

Graphics Karen Olze using Adobestock illustrations (p. 3, youngsters: Galina, Girl on cloud: WC24), The Noun Project (p. 3, cocoa fruit and chocolate: Amos Kofi Commey), Istock (p. 3, boy eating chocolate: N.N., p. 4, children on their way to school: rangepuppies; p. 4 woman with megaphone: JakeOlimb) and Shutterstock (pp. 4/5 children at work: Black Creator 24, Natasha 117 and martinlubpl, p. 21 young people taking selfie: Eladora)

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