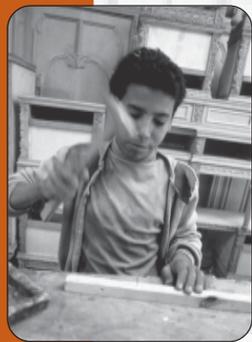


INSTRUCTOR'S MANUAL

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# Introduction to Global Child Labor

ADULT EDUCATION WORKSHOP



Child Labor Publication Education Project

Child Labor Research Initiative  
University of Iowa Labor Center  
University of Iowa Human Rights

# Introduction to Global Child Labor

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Funding for the Child Labor Research Initiative (Contract Number: J-9-K-1-0019) was secured by U.S. Senator Tom Harkin through the U.S. Department of Labor.

This document does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Opinions expressed in this module are the sole responsibilities of the authors.

June 2004

Printed at The University of Iowa Copy Centers by employees represented by AFSCME Local 12, Council 61.

Cover photographs by David Parker.

Additional components to Introduction to Global Child Labor:

- Overheads
- Handouts
- Worksheets

[http://www.continuetolearn.uiowa.edu/laborctr/child\\_labor/](http://www.continuetolearn.uiowa.edu/laborctr/child_labor/)

# Guide for Instructors: Introduction to Global Child Labor

## Approaches to Adult Education

These workshop materials are designed to be used with adult, college, or other public audiences. Materials were piloted between 2002-2004 in workshops held in various Iowa communities, primarily with groups of union members, but also with members of church groups, college students, and several mixed public audiences.

Components of the materials are designed to be consistent with principles and practices of popular education. These include encouraging group participation, drawing on the experiences of participants, and allowing time for participants to discuss and solve problems.

The workshops are designed so that participants ideally will:

- receive and share information to increase their knowledge;
- analyze information to develop understanding of the social, political, and economic conditions of their lives and worlds;
- consider options for personal or collective responses to knowledge gained during the workshop.

To be effective, workshop leaders will need to prepare and become familiar with the subjects they plan to cover, but they do not need to be all-knowing “experts.” The materials assume an instructor’s primary role during the workshops is to facilitate active learning and discussion. Large or small group activities, suggested discussion questions, and case studies are included to engage participants in analyzing information and generating their own conclusions about it. While we recommend including as many of these interactive components as possible, facilitators have the option (based on available time and objectives of the session) to select from among these activities and questions.

## Using the Instructor’s Manual

The instructor’s manuals are guides to workshop content and process, and include background reading and references for facilitators to review before leading workshops and discussions. Interactive adult education workshops, however, are not designed to be taught strictly by a script, so the manuals are meant to be flexible tools that can be altered as group discussions evolve or adapted for the needs of particular audiences.

We recommend that facilitators first review the materials as a package. This will provide a comprehensive knowledge base and a perspective on how different workshop components are related and which sections might be most relevant for an intended audience.

Then, we recommend facilitators prepare their own notes and develop their own style for actual use in the classroom. This will not only make you feel better prepared, but will make the session more natural and reflective of your own speech and thought patterns.

## Preparing for Workshops

In preparing to facilitate a workshop, the more you know about participants the better. We recommend, if possible, talking with the host group before the workshop to find out about their expectations, their existing knowledge level, the source of their interest in the topic, and how the workshop fits into their future plans.

Once you know something about your anticipated audience, you can select components from the materials to construct a workshop that will be most relevant to their interests.

In selecting components to include, it may help to focus on a few key points:

- 1) Introduce and discuss the concept of child labor. Because issues surrounding child labor are complex and often elicit strong feelings from participants, we have found it important to open workshops by establishing a rapport among participants and allowing them to air questions and concerns about the topic. We recommend beginning workshops by devoting at least 15 minutes to the opening exercise, “Defining child labor.” This allows participants to examine their own assumptions, values, and opinions while developing a shared understanding of the nature of child labor. Subsequent discussion of any of the other topics included in the workshops can then build upon this understanding.
- 2) Focus the middle section of the workshop on a few carefully selected aspects of the problem (see ideas for options below).
- 3) Allow time for participants to synthesize and respond to the information. Ideally, this occurs through a closing activity (such as “Analyzing a Case Study”). Knowledge about the global problem of child labor can seem overwhelming to many participants, and it is important to allocate time to discuss measures that governments, organizations, and individuals are taking to address the problem. Pay attention to the time early on in the workshop to make sure there will be enough time later on to discuss these measures.

**There is more information included in the instructor’s manuals than can be presented in any one workshop.** Materials cover a range of issues, and facilitators should choose the topics and activities they feel will best communicate an understanding of the problem of child labor with a particular audience. There is more educational value in selecting just a few segments to present or in spreading topics out over a series of sessions than flooding participants with information in a short time.

## Assembling a Workshop

The comprehensive child labor workshop has five sections that take participants through an understanding of what child labor is, the scope of the global problem today, an introduction to the history of child labor in the U.S., factors that contribute to the problem today, and ways in which people have responded to the problem. Each of these sections is adaptable and can be condensed or expanded depending on what a facilitator chooses to emphasize. Materials can be used for short one-hour sessions, longer three- to five- hour workshops, or can be used as part of a series of several one- or two-hour sessions.

Additional workshop materials focused more intensively on child labor in relation to international labor standards, international trade, and children’s health can be used to either follow up on an introductory workshop in later sessions, or can be incorporated into the basic workshop structure to expand on information in a particular area.

<b>Section:</b>	<b>1. What is Child Labor?</b>	<b>2. How Widespread is Child Labor Today?</b>	<b>3. Child Labor and Child Labor Reform in U.S. History</b>	<b>4. Why is Child Labor Still Prevalent Today?</b>	<b>5. Unions and the Global Struggle Against Child Labor</b>
<b>Time frame:</b>	15-30 min.	5-25 min.	10-50 min.	10-45 min.	10-70 min.
<b>Main points and activities from which to choose:</b>	<p>Activity: Defining child labor (15-30 min.)</p> <p>Discussion: “Why should child labor matter to us?” (5 min.)</p> <p>Activity: Rights and standards for children and workers (15 min.)</p>	<p>Overview: International and U.S. child labor statistics (5-10 min.)</p> <p>Activity: State and federal child labor law quiz (15 min.)</p>	<p>Overview: Child labor in U.S. history (10-20 min.)</p> <p>Discussion: “Historically, what factors contributed to child labor (or its decline) in the past?” (5-10 min.)</p> <p>Activity: Analyzing historical strategies in combating child labor (20 min.)</p>	<p>Overview: International labor standards in the global economy (5 min.)</p> <p>Discussion &amp; Overview: What factors contribute to the problem? (5-20 min.)</p> <p>Case study: Child labor in Ecuador’s banana industry (10 min.)</p>	<p>Overview: Responses to the problem of child labor (10-15 min.)</p> <p>Discussion: “Which strate- gies do you consider most important?” (5-10 min.)</p> <p>Activity: Analyzing case studies &amp; developing messages (45-60 min.)</p>

## Sample Two-hour Agenda:

1. What is Child Labor? (20 minutes)
  - Defining child labor
  - Discussion: “Why should child labor matter to us?”
  
2. How Widespread is Child Labor Today? (10 minutes)
  - Overview: International and U.S. child labor statistics
  
3. Child Labor and Child Labor Reform in U.S. History (15 minutes)
  - Overview: Child labor in U.S. history
  - Discussion: “Historically, what factors contributed to child labor (or its decline) in the past?”
  
4. Why is Child Labor Still Prevalent Today? (15 minutes)
  - Overview: International labor standards in the global economy
  - Discussion: What factors contribute to the problem?
  
5. Unions and the Global Struggle Against Child Labor (60 minutes)
  - Overview: Responses to the problem of child labor
  - Activity: Analyzing case studies & developing messages

## Updating Materials

These materials were prepared in 2002-2004. While the workshop outlines, activities, and sequences should remain useful for some time, particular statistics on child labor or information about policies on labor standards and international trade may become dated, and facilitators should be prepared to consult references listed in the materials and to update materials with new data or statistics as needed.

# Introductions

[5 minutes]

Introduce yourself and, if the group is not too large, ask participants to introduce themselves by giving their names and identifying the union or organization to which they belong (if applicable).

Lead into the first group activity by acknowledging that before talking about child labor in more depth, we need to establish a working definition of the term “child labor.”

Children in all societies are expected to do some forms of work; most of us in this room probably did some form of work when we were children or expect our own children to work. But, in your opinions, what makes some of these forms of work acceptable, or even beneficial, and what makes some of these forms of work unacceptable “child labor”?

## Part I: What is Child Labor?

[20 minutes including activity]

### GROUP ACTIVITY: Defining child labor

[20 minutes]

#### Objectives

- Involve participants in formulating a working definition of “child labor” from their perspectives
- Introduce distinctions between “child work” and “child labor”

#### Materials

- Worksheet 1: What kinds of work do you consider acceptable?
- Worksheet 2: Spectrum of acceptability
- Flip-chart or chalk board

#### Instructions

- Participants each receive a copy of worksheet listing 15 child labor scenarios and are split into groups of 5-10 people (depending on audience size). Each group receives a copy of worksheet with spectrum spanning from “completely unacceptable” to “completely acceptable.”
- In groups, participants are given 10 minutes to discuss where on the spectrum each scenario falls, and to mark where each scenario falls if their group reaches consensus.
- At the end of 10 minutes, groups take turns reporting on two or three scenarios. Each group is asked: Why did your group choose where to place the scenario on the spectrum? What criteria made a given example more acceptable or less acceptable?
- While groups answer, document answers on a flip chart by listing, in two columns: 1) Why some conditions are acceptable; 2) Why some conditions are unacceptable.

Why acceptable

Why unacceptable

- Introduce the concept of “child work”: forms of work children do that are not only legitimate, but can be beneficial for learning and development. Then, based on the answers in the “Why unacceptable” column, ask participants to consider how they would define child labor: What are the key factors that make some forms of work unacceptable, qualifying them as “child labor”?

## Alternate Part I: What is Child Labor?

[20 minutes]

### [OVERHEADS: STITCHING SOCCER BALLS]



In 1996, an estimated 7,000 children as young as 5 years old in India and Pakistan were stitching soccer balls sold worldwide by companies including Nike, Challenge, and Adidas. Many of these children were working up to 14 hours per day; their fingers were twisted from pulling the strings, and they earned less than their country's minimum wage. Since then, soccer ball manufacturers have cooperated with the International Labour Organization in monitoring factories and providing education to child laborers, helping to improve the situation somewhat. Yet the problem has not been completely eliminated: in 2002, researchers for the Global March Against Child Labour continued to find children working up to 14-hour days stitching World Cup (FIFA) soccer balls.<sup>1</sup>

In 2001, major newspapers reported cocoa was being harvested by children in the Ivory Coast, imported into the U.S. and Europe for sale in products made by all major chocolate companies. Investigations found that hundreds of boys, aged 9-16, had been tricked, captured, and even sold into slavery to work on cocoa plantations. Some worked 12-14 hour days with no pay, little food, and were subjected to threats and beatings.<sup>2</sup>

These examples illustrate what child labor is, not teenagers working part time after school or children helping with chores at home, but children working under conditions that violate minimum age standards, interfere with education, or cause physical, emotional, or developmental harm.

Obviously, these cases are disturbing.

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### Q: BUT WHY SHOULD THIS MATTER TO US [AS UNION MEMBERS, CITIZENS, CONSUMERS] IN NORTH AMERICA?

#### [DISCUSS ANSWERS.]

Let's step back for a moment, and think about the labor standards we believe should be protected.

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<sup>1</sup> See "Activities for 1998: Surveys of Child Labour" ([www.dolpunjab.gov.pak/r4.htm](http://www.dolpunjab.gov.pak/r4.htm)) as cited in *Advancing the Campaign Against Child Labor* (Washington, D.C.: U.S. Department of Labor, 2002); *Child Labor in the Soccer Ball Industry: A Report on Continued Use of Child Labor in the Soccer Ball Industry in Pakistan* (Washington, D.C.: International Labor Rights Fund, 1999); "Executive Summary of the Global March Report on the Football Stitching Industry of Pakistan" (New Delhi: Global March, 2002) at [www.globalmarch.org/world-cup-campaign/presskit/english/2-Reports/pakistan-report.ph](http://www.globalmarch.org/world-cup-campaign/presskit/english/2-Reports/pakistan-report.ph), and "Child labour used to manufacture 'World Cup' balls" (*London Times*, May 22, 2002).

<sup>2</sup> "A taste of slavery: Child slavery may taint America's chocolate," *Knight Ridder Newspapers*, June 24, 2001; "The bondage of poverty that produces chocolate," *New York Times*, July 29, 2001; "Chocolatiers face slavery minefield in Africa," *Reuters*, August 26, 2001. The U.S. State Department cites estimates of 15,000 trafficked children from other West African countries working on Ivory Coast plantations in 2001 in *Cote d'Ivoire: Country Reports on Human Rights Practices—2001: Cote d'Ivoire* (Washington, D.C.: U.S. Department of State, 2001), at [http://www.usis.usemb.se/human/2001/africa/cote\\_d\\_ivoire.html](http://www.usis.usemb.se/human/2001/africa/cote_d_ivoire.html). More recently, the International Institute of Tropical Agriculture estimated that of 130,000 children carrying out all tasks on Ivory Coast plantations, nearly 12,000 had no local family relations and at least 2,500 children working in Ivory Coast and Nigeria had been recruited for plantation work through intermediaries: see "Summary of Findings from the Child Labor Surveys in the Coca Sector of West Africa: Cameroon, Cote d'Ivoire, Ghana, and Nigeria," (IITA Sustainable Tree Crops Program, July, 2002), at [www.dol.gov/ILAB/media/reports/iclp/cocoafindings.pdf](http://www.dol.gov/ILAB/media/reports/iclp/cocoafindings.pdf).

## GROUP ACTIVITY: Rights and Standards for Children and Workers

[15 minutes]

### Objectives

- Involve participants in discussing basic rights that children and workers possess
- Examine how child labor is related to worker rights and labor standards

### Materials

- Flip-chart or chalk board

### Instructions

- Create two columns on a flip-chart, one headed “Rights of Workers”; column two is headed “Rights of Children.”

Rights of Workers

Rights of Children

Ask participants the following questions, and document answers in the two columns on the flip chart:

- **Q: What are some of the rights we believe all workers should have?**  
(Answers often include: fair wages and benefits, work hour limits, a safe work environment, the right to organize and collectively bargain, respect on the job, etc.)
- **Q: What are some of the rights we believe all children should have?**  
(Answers often include: health care, nutrition, education, a safe environment, support for emotional and social development, freedom, time to play, freedom from work, etc.)
- Point out that the rights of children listed on the flip-chart [to play, to learn, and not to work...] have always been enjoyed by some children – but in the past and today, for many children of the poor and children of workers around the world, these rights are not adequately protected: “As we discussed earlier, children in every society, including ours, are expected to do some kind of work, and some forms of work are beneficial learning experiences that contribute to healthy development ... but when children are forced to work, or when work threatens health, development, or education, these forms of work are violating basic rights and are considered child labor.”
- Point out relationship between “Rights of Workers” and “Rights of Children”: “What’s more, both sides of the flip chart are closely related: When we talk about child labor, we’re talking about children whose rights as children are being violated, AND whose rights as workers are being violated. Not only are many child laborers not getting access to education or time to play and develop, they are more vulnerable in the workplace and are far less likely to be paid fairly.”
- Ask participants:
- **Q: How might child labor abuses affect the rights of all workers listed on the other side of the chart?**
- Point out that this means child labor affects all workers’ rights: “Unfortunately, research shows that many employers hire children with the specific intention of lowering labor standards and cutting costs (children are generally paid less than adults). Children are often hired because they are more easily exploited, incapable of collective bargaining, and willing to work to help support themselves or their families.”<sup>3</sup> Child laborers whose work interferes with education are also more likely to grow up into adults less equipped to exercise their full

<sup>3</sup> *By the Sweat and Toil of Children, Volume I: The Use of Child Labor in American Imports* (U.S. Department of Labor, 1994), 20 [hereinafter *By the Sweat and Toil of Children, Vol. I*].

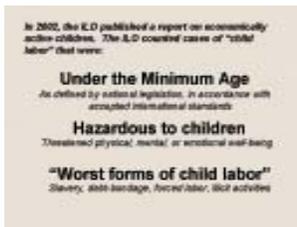
rights as citizens and as workers, so child labor also has serious long-term consequences for both the labor movement and democracy.”

- Conclude and/or discuss: Because child labor abuses affect labor standards for all workers, child labor is both a human rights issue and a worker rights/labor rights issue that many unions are making a priority.

## Part II: How Widespread is Child Labor Today? [10 minutes]

In 2002, the International Labour Organization published a report on economically active children in the world.

### [OVERHEAD: ILO DEFINITION OF CHILD LABOR]



The report estimated how many of these working children were performing child labor, defined as:<sup>4</sup>

- “Labor that is performed by a child who is under the minimum age specified for that kind of work (as defined by national legislation, in accordance with accepted international standards)”
- “Hazardous work”: work that jeopardizes the physical, mental, or moral well-being of the child
- “Unconditional worst forms of child labour”: slavery, trafficking (moving children far from their homes or out of their countries to be sold into bondage, prostitution, or other coerced/forced employment), debt bondage (children working to pay off a poor family’s debt)<sup>5</sup> and other forms of forced labor, forced recruitment of children for use in armed conflict, prostitution and pornography, and illicit activities.

### [OVERHEAD: CHILD LABOR IN 2002]



Using this definition of child labor, the ILO report estimated:

- 246 million children between the ages of 5-17 are involved in child labor.<sup>6</sup>

**Q: TO GET A SENSE OF HOW LARGE THIS NUMBER IS, DOES ANYONE KNOW THE POPULATION OF THE U.S. COUNTED IN THE LAST CENSUS?**

**[A: 281 MILLION: POINT OUT THAT THE NUMBER OF CHILD LABORERS IS THEREFORE CLOSE TO THE ENTIRE POPULATION OF THE U.S.]**

<sup>4</sup> International Labor Organization, *A Future Without Child Labor* (Geneva: International Labour Office, 2002), 9 [hereinafter *A Future Without Child Labor*].

<sup>5</sup> Bonded labor or “debt bondage” is defined as “the status or condition arising from a pledge by a debtor of his personal services or those of a person under his control as security for a debt” in the UN Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery. Bonded child labor often occurs when poor persons/families pledge labor as security for a high-interest loan; when the interest cannot be paid, families may have little choice but to send children to work off the debt. Debts including interest can sometimes persist across generations of a family. (*By the Sweat and Toil of Children*, Vol. I, 18).

<sup>6</sup> *Every Child Counts: New Global Estimates on Child Labour* (Geneva: International Labour Office, 2002), 19 [hereinafter *Every Child Counts*].

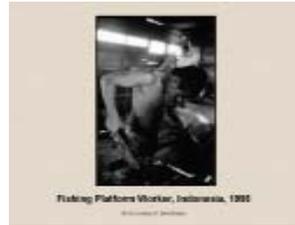
[OVERHEADS: PHOTOS]

Depending on the audience and focus of the workshop, select 3 or more photos to show during this segment.

Around the world, children may be found working in nearly every sector of the economy:

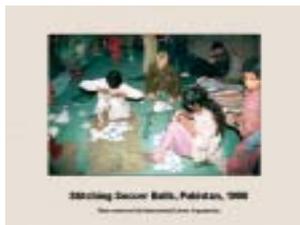
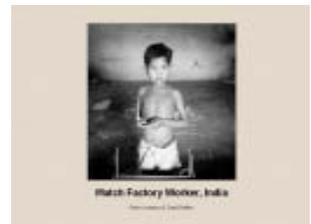
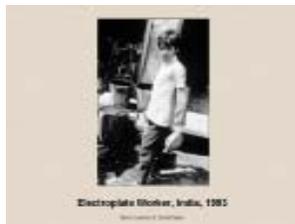
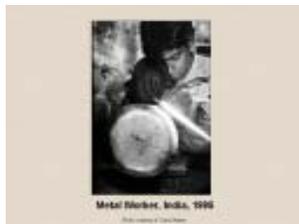
- Agriculture

The vast majority (70%) of child labor around the world occurs in agriculture, fishing, hunting, and forestry.<sup>7</sup>



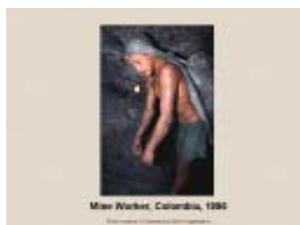
- Manufacturing

Less than 9% of child laborers are involved in manufacturing,<sup>8</sup> and only about 5% are estimated to be involved directly in manufacturing goods for export—but even this small percentage amounts to around 15 million children. Most child labor, even in manufacturing, is somewhat hidden, occurring not in large factories, but in small workshops or in homes.<sup>9</sup>



- Mining and quarrying

Child laborers working in underground mines, opencast mines, and breaking up rocks in quarries suffer extremely high illness and injury rates. Though only 0.8% of working children are in mines and quarries, they account for 15.9% of injuries to working children.<sup>10</sup>



<sup>7</sup> *Every Child Counts*, 23.

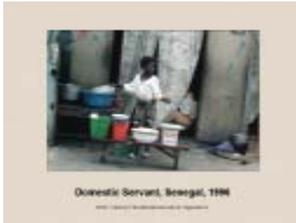
<sup>8</sup> *Every Child Counts*, 23.

<sup>9</sup> *By the Sweat and Toil of Children, Volume I*, 2.

<sup>10</sup> K. Ashagrie, "Statistics on Working Children and Hazardous Child Labour in Brief" (Geneva: International Labour Organization, 1997) (<http://www.itcilo.it/english/actrav/telearn/global/ilo/seura/childsta.htm>).

## ↑ Domestic Service

Large numbers of children, especially girls, work in domestic service starting at age 5 or 6. Young domestic workers are often isolated and vulnerable to physical, emotional, and sometimes sexual abuse.

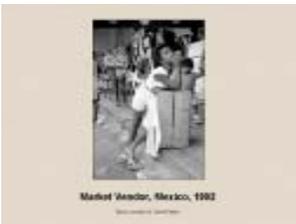


- Hotels, Restaurants, Retail

Some work done by young people in this sector is considered legitimate, but there are indications of considerable abuse. In some tourist areas, children's work in hotels and restaurants is linked to prostitution, and some children in the industry receive such low pay that they must take loans from employers, leading to debt bondage.<sup>11</sup>

- “Unconditional Worst Forms” of Child Labor

8.4 million children are involved in work that, under any circumstances, violates international law. These “unconditional worst forms” include the sale and trafficking of children, debt bondage (forcing children to work to pay off debts), slavery, forced labor, forced recruitment of child soldiers, commercial sexual exploitation, and use of children in illicit activities such as the drug trade.<sup>12</sup>



## [OVERHEAD: WHERE ARE MOST WORKING CHILDREN?]



A majority of working children are found in areas where most of the world's children live, and especially in poorer regions of Asia, Africa, and Latin America:

### ILO estimates of economically active children (age 5-14) in 2000<sup>13</sup>

Region	Number of economically active children	Percentage of total
Industrialized economies	2.5 million	1%
“Transition” economies	2.4 million	1%
Asia and the Pacific	127.3 million	60%
Latin America and the Caribbean	17.4 million	8%
Sub-Saharan Africa	48.0 million	23%
Middle East and North Africa	13.4 million	6%
Total	211 million	

<sup>11</sup> See Maggie Black, *In the Twilight Zone: Child Workers in the Hotel, Tourism and Catering Industry* (Geneva: ILO, 1995).

<sup>12</sup> *A Future Without Child Labor*, 18.

<sup>13</sup> *A Future Without Child Labor*, 19.

While the majority of child labor occurs in Asia, Africa, and Latin America, the U.S. is not immune...

- One researcher estimated based on 1995-1997 data that 148,000 children are illegally employed in an average week in the U.S.<sup>14</sup>
- Child labor is commonplace in commercial agriculture – the fruits and vegetables we eat are often harvested by children whose health and education are at risk. Numbers of child farm workers are very difficult to measure (most government surveys include only working children 15 and older) but estimates range from 300,000 to 800,000.<sup>15</sup> Agricultural employment is also particularly dangerous: youth age 15-17 working in agriculture risk fatality rates 4.4 times as high as average 15-17 year old workers, and 43% of all youth work-related fatalities occur in agriculture.<sup>16</sup>
- Many state governments allocate few resources to enforcement of child labor laws. In 2000, 22 states reported a total of 10 or fewer officers responsible for labor law compliance (including child labor law). Of 681 labor law compliance officers in 40 states, 25 were responsible for investigating child labor exclusively.<sup>17</sup>
- Compared to adult rates of injury per hour worked, children and adolescents appeared to be almost twice as likely to suffer workplace injuries between 1992-98 in the U.S.<sup>18</sup> An average of 67 children under 18 die each year from occupational injuries.<sup>19</sup>

## GROUP ACTIVITY: State and Federal Labor Law Quiz

[15 minutes]

### Objectives

- Allow participants to test their own knowledge of domestic child labor laws.
- Give participants a basic understanding of state and federal child labor regulations and the relationships between them.

### Materials

- Worksheet 3: Federal and state child labor law quiz

### Instructions

Hand out copies of the quiz worksheet and explain this is a quiz for fun and discussion purposes, not a test. Have participants work on answering the questions in pairs for 7-8 minutes. Have pairs take turns giving their answers to each question. Let the group know whether answers are correct or not (answers are included below), and allow pairs to explain why they chose the answers they did. As time allows, have the group review charts on pp. 5-6 of the handout packet and ask participants to discuss:

- How do existing state and federal laws compare to what participants expected to find before taking the quiz?

### Quiz Answers

- 1) c      3) a      5) a      7) b      9) c  
2) b      4) c      6) c      8) b      10) a

<sup>14</sup> Douglas Kruse and Douglas Mahoney, "Illegal Child Labor in the United States" *Industrial Labor Relations Review* 54 (October 2000), 17-40.

<sup>15</sup> The U.S. General Accounting Office cites an estimate of 300,000 farmworkers age 15-17 in "Child Labor in Agriculture: Characteristics and Legality of Work" (Washington, D.C.: U.S. General Accounting Office, 1998), 2; the United Farm Workers union estimates that a total of 800,000 children are farmworkers in the United States, as cited in A. Fyfe and M. Jankanish, *Trade Unions and Child Labour: A Guide to Action* (Geneva: International Labour Office, 1997), 16 [hereinafter Fyfe and Jankanish].

<sup>16</sup> *Report on the Youth Labor Force*, 58, 60.

<sup>17</sup> Child Labor Coalition, "2001 Child Labor State Survey," *Child Labor Coalition* (<http://www.stopchildlabor.org/images/2001survey.pdf>). See also Human Rights Watch, *Fingers to the Bone* (New York: Human Rights Watch, 2000), 61-73, for a summary of trends in resource allocations and staffing levels at federal and state agencies responsible for investigating child labor violations through the 1990s [hereinafter *Fingers to the Bone*].

<sup>18</sup> P.J. Landrigan et al., "Child Labour in the United States: Historical Background and Current Crisis," *The Mount Sinai Journal of Medicine* 59 (1992), 498-503, as cited in, 12.

<sup>19</sup> *Report on the Youth Labor Force*, 59.

## Part III: Child Labor and Reform in U.S. History [10-30 minutes]

This isn't the first time workers in the U.S. have faced the problem of child labor.

### [OVERHEAD: CHILD DOMESTIC SLAVE]

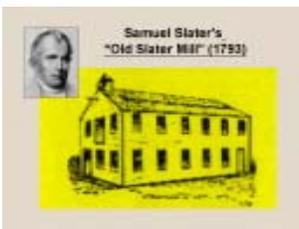


Forms of child labor have existed throughout American history. We know that slavery is a part of our country's history, and that included child slavery. Many child slaves, as soon as they were able, did the same field work as adult slaves did, while (as the girl in this picture shows) others were responsible for domestic chores and child care at a young age.

From the beginning of European settlement of North America, thousands of poor or orphaned children (mostly boys) were brought to the colonies as indentured servants. In fact, it's estimated that between half and two-thirds of all early American colonists immigrated to the New World under some form of indenture (the historical equivalent of bonded labor).<sup>20</sup>

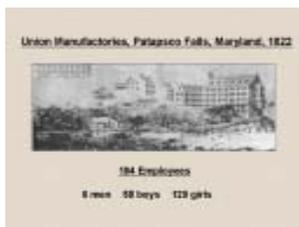
United States society did not begin to show much concern about child labor, however, until in the nineteenth century industrialization began to move more and more families and children away from farms and home workshops into urban areas and factory work.

### [OVERHEAD: SLATER'S MILL]



When industry began to grow in this country in the early nineteenth century, children quickly became the labor force of choice for factory owners. When Samuel Slater – known as the “Father of the American Industrial Revolution” – opened his first factory in 1790, he staffed it primarily with children age 7-12. By 1820, children were roughly half the factory work force in New England's textile mills.<sup>21</sup>

### [OVERHEAD: UNION MANUFACTORIES]



Factory owners viewed children as more manageable, cheaper, and less likely to strike than adults.<sup>22</sup> The example in this photo shows the breakdown of workers at one Maryland textile mill in 1822, where of 184 employees, 120 workers were girls and 58 were boys age 7-18, while only 6 were men over the age of 18.<sup>23</sup>

Americans did begin to grow concerned about child labor, however, especially when it became clear that factory work interfered with education and affected children's health and growth. As early education reformers and trade unions in New England started to vocally criticize child labor, some states began to pass laws requiring children to attend school, limiting workdays, and eventually setting minimum ages for factory work.<sup>24</sup>

<sup>20</sup> Hugh D. Hindman, *Child Labor in American History* (Armonk, N.Y.: M.E. Sharpe, 2002), 16 [hereinafter Hindman].

<sup>21</sup> Philip S. Foner, *A History of the Labor Movement in the United States, Vol. 1* (New York: International Publishers, 1947), 65.

<sup>22</sup> Walter I. Trattner, *Crusade for the Children: A History of the National Child Labor Committee and Child Labor Reform in America* (Chicago: Quadrangle, 1970), 20, 27 [hereinafter Trattner].

<sup>23</sup> M. B. Schnapper, *American Labor: A Pictorial Social History* (Washington, D.C.: Public Affairs Press, 1972), 19.

<sup>24</sup> Connecticut passed a law requiring children working in factories to be instructed in “reading, writing, and arithmetic” in 1813; Massachusetts passed a similar law in 1836, as did Rhode Island and Pennsylvania in subsequent decades. In 1842, Massachusetts limited children under 12 to a ten-hour work day and Connecticut passed a similar law covering children under 14. In 1848, Pennsylvania made 12 the minimum age for factory work; Connecticut set a minimum age of nine in 1855; Massachusetts set a minimum age of ten in 1866. (See Trattner, 28-30).

## [OVERHEAD: STATE LAWS IN 1904]<sup>25</sup>

**State Laws in 1904**

Out of 45 states:

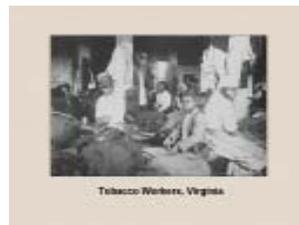
- 17 set a minimum age of 14 for factory work
- 5 prohibited children from night factory work
- 2 limited child factory workers to 8-hour days

A century later, as opposition to child labor continued to grow in the North, many manufacturers moved operations to the South, where child labor became a problem all over again in company-owned mill villages. States like Massachusetts, in turn, stopped passing additional child labor legislation for fear of losing industry. What resulted across the country by around 1900 was “a crazy quilt of legislation where state standards varied considerably.”<sup>26</sup>

## [OVERHEADS: LEWIS HINE PHOTOS]

Select 3 or more photos to show.

So at the beginning of the twentieth century, American children worked in large numbers in mines, glass factories, the textile industry, agriculture, canneries, home industries, and as newsboys, messengers, bootblacks, and peddlers. Though laws began to prohibit children from factory employment in some states, just as is true around the world today, many of these laws were not enforced at first, and a great deal of child labor continued to persist “informally” in home workshops and in agriculture.



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## Q: WHY WAS CHILD LABOR SO PREVALENT IN OUR COUNTRY?

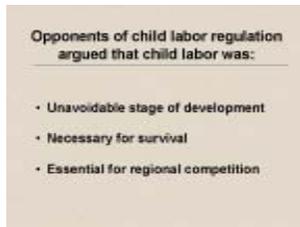
[DISCUSS ANSWERS AND/OR RECORD THEM ON FLIP-CHART]

<sup>25</sup> Florence Taylor, *Child Labor Fact Book 1900-1950* (New York: National Child Labor Committee, 1950), 3.

<sup>26</sup> Hindman, 58.

<sup>27</sup> Sol Markoff summarizes arguments of opponents of federal child labor regulation in the early twentieth century, who often claimed that “Children need industry, industry needs children,” and argued that “employment of 8 and 9 year old children at wages of \$3 and \$4 a week . . . kept the family from becoming public paupers in the county almshouse” in *The Changing Years 1904-1954* (New York: Child Labor Committee, 1954), 8. See also the debates on passage of a constitutional amendment on child labor recounted at length in Tom Ireland, *Child Labor as a Relic of the Dark Ages* (New York: Putnam, 1937).

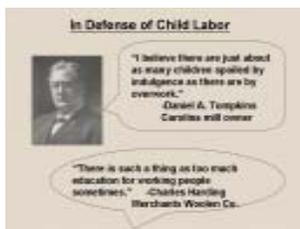
## [OVERHEAD: OPPONENTS OF CHILD LABOR REGULATION...]



Throughout the nineteenth and early twentieth centuries, many public figures argued

- that child labor was an unavoidable and even beneficial part of national economic growth and development.
- that child labor was necessary for poor children's survival and that it offered poor families important opportunities for economic improvement.<sup>27</sup>
- that regulating child labor would threaten regional competitive advantages in attracting industry.

## [OVERHEAD: IN DEFENSE OF CHILD LABOR]



For example,

- Mill owner Lewis W. Parker testified in Congress in 1914 that child labor had been essential to building industry and that adults who did farm work were unable to learn skills necessary for factory work: "Therefore, as a matter of necessity . . . it was the children of the family who became the skilled employees in the cotton mills" and "who had to support the families for the time being."<sup>28</sup>

- Daniel Augustus Tompkins, who had built over a hundred cotton mills in the Carolinas, argued that mill work was good for children: "I believe there are just about as many children spoiled by indulgence as there are by overwork."<sup>29</sup>
- Charles Harding, owner of the Merchants Woolen Company, even argued to Congress that working class and immigrant children should not expect education: "There is such a thing as too much education for working people sometimes. I have seen cases where young people are spoiled for labor by . . . too much refinement."<sup>30</sup>

## [OVERHEAD: STATES RATIFYING CHILD LABOR AMENDMENT]



For several decades, opponents argued that proposed federal child labor regulations would violate "states' rights," and many states opposed child labor regulations for fear of losing the competitive advantage they had gained by keeping labor costs down to attract industry.<sup>31</sup>

Twice reformers tried to pass an amendment to the U.S. Constitution to empower the federal government to regulate child labor, and twice these measures failed. Here you can see that most of the states voting against this amendment in 1937 are clustered regionally

in the nation's most industrialized areas, where limited labor regulation may have been seen as an important competitive advantage (New England states and the South).

## [OVERHEAD: IN 1910, CHILD LABOR BEGINS TO DECLINE]



Yet in spite of this opposition, as this chart shows, numbers of American children working reached a peak and then began to decline quickly in the first decades of the twentieth century.<sup>32</sup>

<sup>28</sup> Hindman, 54.

<sup>29</sup> Hindman, 55.

<sup>30</sup> "The Disgrace of Child Labor," at <http://www.snolabor.org/cartoon.htm>.

<sup>31</sup> See Trattner and Jeremy P. Felt, *Hostages of Fortune: Child Labor Reform in New York State* (Syracuse: Syracuse University Press, 1965).

<sup>32</sup> U.S. Census Bureau.

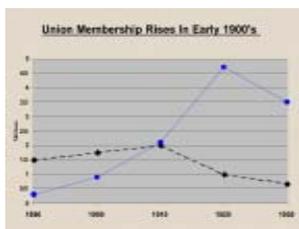
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**Q: WHAT FACTORS DO YOU THINK MAY HAVE CAUSED SUCH RAPID CHANGE IN LEVELS OF CHILD LABOR IN THE UNITED STATES?**

**[DISCUSS ANSWERS AND/OR RECORD ON FLIP CHART TO REFER BACK TO LATER WHEN REVIEWING HISTORY BELOW]**

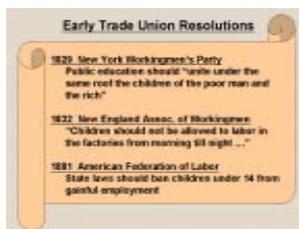
Historically, child labor in the United States didn't decrease because employers suddenly decided it was wrong. It decreased because working people, concerned citizens, and reformers realized that child labor was damaging to children and to the future of the country, and they joined together, raised public awareness, and demanded change.

**[OVERHEAD: UNION MEMBERSHIP RISES IN EARLY 1900s]**



One factor contributing to change was the growth of the labor movement and the improvement of labor standards during these decades. In fact, as you can see here, child labor numbers begin to decline at the same point in history when union membership begins to dramatically increase.<sup>33</sup> Increasing union membership meant many adult workers were gaining the power to improve family income, decreasing the need to send children to work.

**[OVERHEAD: EARLY TRADE UNION RESOLUTIONS]**



Increasing union membership also meant the labor movement had greater power to lobby for improved legislation regulating child labor. Even though unions had taken public positions on child labor reform since at least 1829, it was only a hundred years later, when union membership had significantly increased, that many of these recommendations were passed into law. In some well-organized trades (such as shoemaking) adult workers could eliminate child labor by threatening to strike if children were employed in their shops, but few industries where children worked were so well-organized.<sup>34</sup>

**[OVERHEAD: SEATTLE NEWSBOYS UNION]**



In some cases working children even formed unions themselves to improve conditions in industries where they were the primary workforce. For example, Seattle newsboys organized in 1892 and, like newsboys in several other cities, even went on strike at times to improve wages or to protest newspaper's attempts to restrict them from selling multiple publishers' newspapers.<sup>35</sup>

Although workers and trade unions led many of the first efforts to end child labor in the U.S., they certainly didn't accomplish child labor reform on their own. Gaining enforceable labor standards took long-term collective effort of concerned citizens including women's organizations, consumers' leagues, religious leaders, and politicians.<sup>36</sup>

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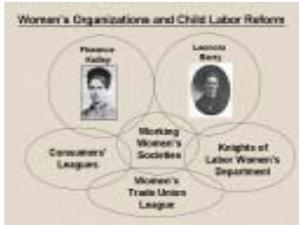
<sup>33</sup> U.S. Department of Labor Bureau of Labor Statistics and U.S. Census Bureau.

<sup>34</sup> Kathryn Kish Sklar, *Florence Kelley and the Nation's Work* (New Haven: Yale University Press, 1995), 157 [hereinafter Sklar].

<sup>35</sup> Seattle/King Co. HistoryLink.org ([www.historylink.org](http://www.historylink.org)).

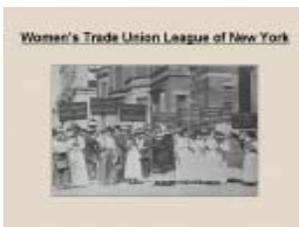
<sup>36</sup> See Trattner; Sklar; Landon R. Y. Storrs, *Civilizing Capitalism: The National Consumers League, Womens' Activism, and Labor Standards in the New Deal Era* (Chapel Hill: University of North Carolina Press, 2000), and *By the Sweat and Toil of Children, Volume IV: Consumer Labels and Child Labor* (U.S. Department of Labor, 1997), 4-9 [hereinafter *By the Sweat and Toil of Children*, Vol. IV].

## [OVERHEAD: WOMEN'S ORGANIZATIONS AND CHILD LABOR REFORM]



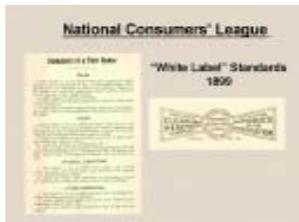
Women were at the forefront of most child labor reform efforts. Activist Florence Kelley spent most of her life researching, writing, and organizing to improve U.S. labor law. Some of the many organizations she helped found were state Consumers' Leagues and the Philadelphia Working Women's Society in 1889. Working with Leonora Barry, a union organizer from the Knights of Labor, Kelley brought working women interested in organizing their workplaces together with middle-class consumers concerned about factory working conditions into the Working Women's Societies.<sup>37</sup> These groups focused especially on enforcing factory inspection laws meant to protect women and child workers, and inspired women in several other states to form groups that eventually gave birth to the Women's Trade Union League on a national scale.<sup>38</sup>

## [OVERHEAD: WOMEN'S TRADE UNION LEAGUE OF NEW YORK]



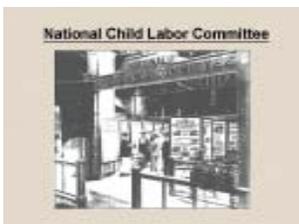
These organizations saw union organizing and child labor regulation as related issues. Here in this photo of a Women's Trade Union League demonstration in New York, you can see that signs reading "We condemn child labor" appear alongside signs encouraging women factory workers to organize.

## [OVERHEAD: CONSUMERS' LEAGUES' – WHITE LABEL]



These same women's organizations also gave birth to the National Consumers' League in 1899. Consumers' leagues spearheaded America's first anti-sweatshop campaigns, and also established labeling programs to mark goods made in union shops or under conditions that League members had approved as meeting all state factory child labor and safety laws.<sup>39</sup>

## [OVERHEAD: NATIONAL CHILD LABOR COMMITTEE]



In 1904, representatives from many of these existing groups formed the National Child Labor Committee. Their main goal was to achieve federal child labor legislation that would apply to all children. Their campaigns succeeded in large part by changing public opinion and arguing against assumptions that child labor was necessary or acceptable. National Child Labor Committee member Homer Folks described the committee's agenda for changing public opinion and responding to common arguments by using the

following steps:

- Gathering statistics on numbers of children working, to disprove claims that child labor was not a large problem.
- Researching the effects of child labor, to disprove claims that full-time employment was "a good thing for children."

<sup>37</sup> Sklar, 146.

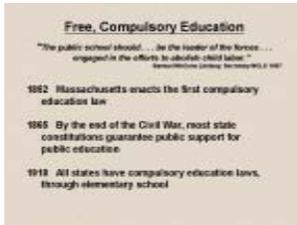
<sup>38</sup> Sklar, 140-141.

<sup>39</sup> *By the Sweat and Toil of Children, Vol. IV*, 7-8.

<sup>40</sup> Homer Folks, "Poverty and Parental Dependence as an Obstacle to Child Labor Reform," *Annals of the American Academy* 29:1-8 (1907), in Edna Bullock, ed., *Selected Articles on Child Labor* (Minneapolis: H.W. Wilson, 1911), 25-33.

- Proposing alternatives to bring families out of poverty, to disprove claims that “except for the earnings of these children, the families would suffer and might starve.” (For example, NCLC chapters in many cities provided temporary “scholarships” to families to replace the earnings of children removed from work when new laws passed).<sup>40</sup>

[OVERHEAD: FREE, COMPULSORY EDUCATION]



The National Child Labor Committee’s struggle to end child labor in the United States was accompanied by efforts to provide free, compulsory education for all children. By 1918, all states had passed some form of compulsory education legislation.

[OVERHEAD: STATE, THEN FEDERAL LEGISLATION]

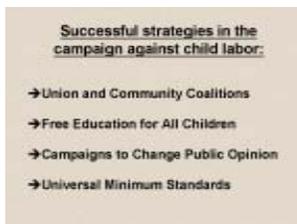


National campaigns achieved dramatic change in child labor regulation, but this change took decades and was achieved in small steps. Political parties adopted positions on child labor only after labor unions and reformers had advocated change for a long time. First there were state guidelines, then incentives to comply with guidelines (trade or benefit restrictions), purchasing codes, and eventually in 1938, enforceable federal standards.

- Between 1911 and 1914, 39 states passed new child labor legislation.
- In 1904 when the National Child labor Committee first formed, only 17 states prohibited children under 14 from working in factories; by 1929, 39 states prohibited child labor in factories.
- Eventually, after decades of campaigning and public debate, passage of the Fair Labor Standards Act created the first federal child labor regulations.

Early visions of international labor standards also emerged out of trade union and reform movements of this era: in 1919, Samuel Gompers, the president of the American Federation of Labor, chaired the commission which recommended creating the International Labour Organization and making the abolition of child labor part of its mandate.<sup>41</sup>

[OVERHEAD: SUCCESSFUL STRATEGIES IN THE CAMPAIGN AGAINST CHILD LABOR]



Child labor reform efforts were successful because:

- 1) they included coalitions of a range of organizations: workers and their unions, women’s organizations, consumer groups, churches, and reform politicians;
- 2) they combined the struggle against child labor with the fight to provide education for all;
- 3) they responded to false arguments and changed public opinion about child labor, and
- 4) they focused on ways to raise minimum labor standards nationally, creating universal standards for the whole country.

<sup>41</sup> *Trade Unions and Child Labour* (Geneva: International Labour Office, 1997), 2.

## GROUP ACTIVITY: Analyzing historical roles of trade unions in combating child labor [20 minutes]

### Objectives

- Involve participants in analyzing primary historical documents to determine strategies trade unions have historically used to combat child labor.
- Reveal parallels between historical and present-day strategies used and obstacles faced in combating child labor.

### Materials

- Worksheet 5: 1912 Letter to AFL President Samuel Gompers
- Flip-chart or chalk board

### Instructions

- Break participants into groups of 3-5 people and distribute worksheets to each group.
- Explain that they are receiving the full text of a letter written in 1912 from an Iowa labor official in response to a query from American Federation of Labor President Samuel Gompers, who was seeking updates from each state on the status of child labor and child labor legislation.
- Ask participants to spend 4-5 minutes reading the letter, and then to spend 5 minutes generating answers to the two questions at the bottom of the page with their group.
- Reconvene as a large group, and ask each group to submit at least one of their answers to each of the two questions. (May keep track of these answers on the flip chart, with one column labeled “strategies” and one column labeled “obstacles”).
- After several answers have been given, ask participants to consider parallels between historical trade union roles in combating child labor and possible roles to be played in combating child labor today: “Would any of the strategies used in 1912 still work today? If so, which ones, and how?”; “Do trade unions face any of the same obstacles today when working to combat child labor? If so, which ones, and what might be ways to respond to these obstacles?”

## Part IV: Why Is Child Labor Prevalent Today? [15 minutes]

U.S. Child Labor Law:	
Minimum Age:	14 years 18 for hazardous work
Maximum Hours:	15/week during school 40/week during vacation
Reasonable Hours:	7am-7pm during school 7am-9pm during vacation

### [OVERHEAD: U.S. CHILD LABOR LAW]

In the U.S., child labor has been regulated federally since 1938 by the Fair Labor Standards Act. The Act sets a minimum of age of 14 for most types of work, and prohibits children under 18 from working in many hazardous jobs.

Nearly all nations in the world today have similar laws setting minimum ages for children to start working, and prohibiting children from working in hazardous occupations.

## [OVERHEAD: INTERNATIONAL CHILDREN'S RIGHTS]



Today there are also multiple national and international restrictions and prohibitions dealing with child labor.

- Since it was founded in 1919, member nations of the International Labour Organization adopted numerous conventions restricting the use of child labor. The ILO even created a new task force in 1992 to work exclusively on child labor. The most important recent ILO conventions on child labor are Convention 138 and 182.
- While early conventions dealing with child labor primarily focused on specific industries, Convention 138 (adopted in 1973) takes a much broader approach. It establishes the principle that the minimum age for work in all economic sectors should be 15 years old, although it allows an initial minimum age of 14 for developing countries. Convention 138 also establishes minimum ages for hazardous work and light work
- Convention 182, adopted unanimously in 1999, takes a different approach. It requires ratifying governments to take immediate action to eliminate the "worst forms of child labor." The worst forms include: slavery or practices similar to slavery, child prostitution or pornography, illicit activities such as drug trafficking and production, and work likely to harm the health, safety, or morals of children.
- Two UN Conventions also deal with child labor – the 1966 International Covenant on Economic, Social and Cultural Rights, and the 1989 Convention on the Rights of the Child.

## [OVERHEAD: GLOBAL CORE LABOR STANDARDS]



More recently, member nations of the International Labour Organization reaffirmed their commitment to internationally recognized core labor standards, basic rights that countries around the world agree workers and children should have.

The ILO Declaration on Fundamental Principles and Rights at Work, adopted in June 1998, affirms member nations' commitments to uphold:

- Rights to a free choice to join a union and collective bargaining
- Rights to reject all forms of forced or compulsory labor
- Rights to work free from discrimination in employment
- Rights to reject child labor<sup>42</sup>

## [OVERHEAD: GLOBALIZATION OFFERS NEW PROMISE AND OPPORTUNITIES]



We also know that economic globalization in recent decades has generated unprecedented wealth, and proponents of free trade have emphasized its potential for raising economic standards for people everywhere.

Yet, as we saw at the start of the workshop, child labor is still a significant problem.

<sup>42</sup> ILO Declaration on Fundamental Principles and Rights at Work (Geneva: International Labour Organization, 1998) ([www.ilo.org/public/english/standards/relm/ilc/ilc86/com-dtxt.htm](http://www.ilo.org/public/english/standards/relm/ilc/ilc86/com-dtxt.htm)).

[OVERHEAD: EXPLOITATIVE CHILD LABOR: ECONOMIC DEVELOPMENT OR UNDERDEVELOPMENT]



ON THE OTHER HAND, JUST AS REFORMERS DID IN U.S. HISTORY, MANY CONCERNED CITIZENS, CHILDREN, AND FAMILIES ARE UNWILLING TO ACCEPT CHILD LABOR. THEY ARE ORGANIZING TO STOP IT THROUGH CAMPAIGNS AGAINST CHILD LABOR.

Q: SO, WHY IS CHILD LABOR STILL PREVALENT IN SPITE OF INTERNATIONAL AGREEMENTS ON ELIMINATING IT? WHAT OBSTACLES KEEP CORE LABOR STANDARDS FROM BECOMING A REALITY FOR ALL WORKERS AND CHILDREN IN TODAY'S WORLD?

[DISCUSS ANSWERS AND LIST ON FLIP CHART; CONTINUE DISCUSSION IN RELATION TO SELECTED EXAMPLES FROM THE FOLLOWING LIST.]

Reasons include many of the same reasons child labor was widespread in the U.S. 100 years ago:

- Some corporations and employers are still willing to exploit children to maximize profit
- Inadequate laws or law enforcement

[OVERHEAD: NATIONAL LAWS INCLUDE EXEMPTIONS]

National Laws Often Include Exemptions	
<b>Nepal</b>	minimum age of 14 for most work ... plantations and brick kilns are exempt.
<b>Kenya</b>	prohibits children under 16 from industrial work ... but excludes agriculture.
<b>Bangladesh</b>	specifies a minimum age for work ... but sets no regulations on domestic work or agricultural work.

Child labor laws around the world often go unenforced or include exemptions that allow for child labor to persist in certain sectors.

Agriculture – the sector where most children are known to be working – is often not covered by national child labor laws. And other important local industries are often singled out for exemptions, so that minimum age and child protection laws do not apply.

For example, Nepal sets a minimum age of 14 for work, except for plantations and brick kilns. Kenya prohibits children under 16 from working in industry, but excludes agriculture from this definition. In Egypt, 14 is the minimum age for work, but children age 12-14 are allowed to do seasonal work if it does not interfere with schooling.<sup>43</sup>

Child domestic workers, most of whom are girls, are also left unprotected in many countries. Bangladesh, for example, specifies minimum ages for several different types of work, but sets no regulations on child domestic work or agricultural work. In many countries, domestic work is not considered part of child labor law unless it is specifically mentioned.<sup>44</sup>

Lack of resources for law enforcement is also a problem. In many countries, even where strong child labor laws exist, labor departments and labor inspection offices are often underfunded and understaffed, or courts may fail to enforce existing labor laws.<sup>45</sup>

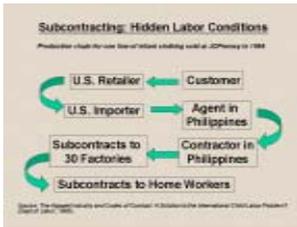
<sup>43</sup> By the Sweat and Toil of Children, Volume V: Efforts to Eliminate Child Labor (U.S. Department of Labor, 1998), 42 [hereinafter By the Sweat and Toil of Children, Vol. V].

<sup>44</sup> By the Sweat and Toil of Children, Vol. V, 41.

<sup>45</sup> By the Sweat and Toil of Children, Vol. V, 37-54.

- Violations of existing laws or codes of conduct

[OVERHEAD: SUBCONTRACTING: HIDDEN LABOR CONDITIONS]

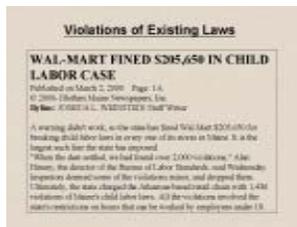


Even when laws or codes of conduct exist, they are too often violated (knowingly or unknowingly). As this example shows, the manufacture and export of products often involves multiple layers of production and outsourcing that can make it difficult to monitor who is performing labor at each step of the process:

JC Penney’s sourcing requirements state, “JC Penney will not knowingly allow the importation into the United States of merchandise manufactured with illegal child labor.”

Here, the production chain for one particular piece of apparel sold in the U.S. shows how difficult it might be to guarantee such a standard. The item was imported from a Philippine agent (who was required to certify its imports were not made with child labor). The importer had purchased the item from an agent (who was also required to certify products were not made with child labor), and the agent purchased the item from a contractor. The contractor has its sewing contracted to 30 different plants, and sends supervisors to visit them from time to time. These plants then subcontract piecework to individuals in their homes, where work is not monitored by any company.<sup>46</sup>

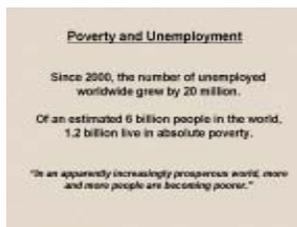
[OVERHEAD: VIOLATIONS OF EXISTING LAWS]



Even in the U.S., violations of state and federal child labor laws still occur. Often these violations involve youth working in excess of hour limits per day or week – as occurred when the Maine Department of Labor fined Wal-Mart over \$250,000 for over one thousand violations in 2000.<sup>47</sup>

- Poverty and unemployment of parents and families persists and continues to contribute to child labor

[OVERHEAD: POVERTY AND UNEMPLOYMENT]



Since 2000, the number of unemployed worldwide grew by 20 million. At the beginning of the twenty-first century, it was estimated that there were six billion people in the world, and 1.2 billion were living in absolute poverty.<sup>48</sup> Poverty is one of the most frequently cited factors contributing to the existence of child labor, in some cases pushing children to work for their own survival and the survival of their families. At the same time, child labor can also perpetuate poverty, by interfering with the health and educational development of the child.<sup>49</sup>

- A lack of compulsory, free, accessible, relevant education

<sup>46</sup> U.S. Department of Labor, *The Apparel Industry and Codes of Conduct: A Solution to the International Child Labor Problem?* (Washington, D.C.: U.S. Department of Labor, 1996), 102.

<sup>47</sup> *Portland Press Herald*, March 2, 2000, 1A.

<sup>48</sup> ILO-London, *Work in the World* (London: ILO-London and National Union of Teachers, 2000), Part II, 22 [hereinafter *Work in the World*].

<sup>49</sup> *A Future Without Child Labor*, 46.

## [OVERHEAD: LIMITED EDUCATIONAL OPPORTUNITIES]



The ILO's measures of the extent to which children's work correlated with a lack of access to education show:

- Nearly one quarter of the world's children aged 5-14 are not attending school
- By age 15, nearly half the world's children are not attending school.
- Many children combine both work and school at an early age.

### ILO Global estimates of children at work and school in 2000<sup>50</sup>

	5-9 years old	10-14 years old	15-17 years old
Percentage at work	12%	23%	42.5%
• At work only	5%	13%	31%
• At work <i>and</i> school	7%	10%	11%
Percentage at school, not working	68%	67%	43.5%
Total not attending school	25%	23%	45%

A total of 125 million children attend no school.<sup>51</sup> Yet, the world possesses the resources to educate all children: free, quality, basic education for all children would cost about \$10 billion per year – the same as 4 days of global military spending.<sup>52</sup>

In some cases, families choose child labor over education because of cultural attitudes. For example, girls represent about 60% of the children worldwide who do not attend primary school. Some parents prefer to invest in their sons' educations, while girls remain at home to perform household duties. Other parents may not feel it is appropriate to send their girls to classes with boys, or are concerned for girls' safety when the school is located far from the home.<sup>53</sup>

The relevance and quality of school curricula can also be an important factor in determining school enrollment. Parents may not view schools as a worthwhile investment if they do not seem to increase the employment prospects for children in the local labor market.<sup>54</sup>

<sup>50</sup> Work in the World, 55.

<sup>51</sup> Global Campaign for Education, "Every Child in School: Are the G8 Serious?" (Global Campaign for Education, June 23, 2001), 1 [hereinafter "Every Child in School"]. Estimates vary. For example, UNESCO, 2002 Education for All Global Monitoring Report estimates that 115.4 million school age children do not currently attend school, based on 1999 studies ([http://www.unesco.org/education/efa/monitoring/monitoring\\_2002.shtml](http://www.unesco.org/education/efa/monitoring/monitoring_2002.shtml)) [hereinafter 2002 Education for All Global Monitoring Report].

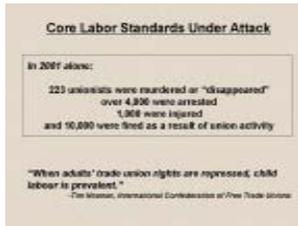
<sup>52</sup> Kevin Watkins, "Education for All – The Broken Promise." Speech delivered at the Annual Conference of the National Union of Teachers, April 22, 2000. Estimates by the World Bank, UNESCO, Oxfam, and UNICEF regarding the cost of providing universal primary school education vary, depending in part on the estimated contribution by developing nations versus aid needed from industrialized nations. Estimates range from \$8 billion to \$15 billion per year (See UNESCO, Education for All: An Achievable Vision ([www.unesco.org/education/efa/global\\_co/policy\\_group/EFA\\_brochure.pdf](http://www.unesco.org/education/efa/global_co/policy_group/EFA_brochure.pdf)) and 2002 Education for All Global Monitoring Report.

<sup>53</sup> A Future Without Child Labor, 54.

<sup>54</sup> A Future Without Child Labor, 53. See also By the Sweat & Toil of children, Volume VI: An Economic Consideration of Child Labor. (U.S. Department of Labor: 2000), 24.

- Repression of worker rights

## [OVERHEAD: CORE LABOR STANDARDS UNDER ATTACK]



Low union density in countries or industries affected and repression against workers who organize makes it more difficult for adult workers to improve living standards, fight poverty, and eliminate child labor. In 2001 alone, 223 trade unionists were murdered or “disappeared”; over 4,000 were arrested, 1,000 were injured, and 10,000 were fired as a result of union activity.<sup>55</sup>

- Global economy intensifies effects of some factors

## [OVERHEAD: TRADE AND GLOBALIZATION: CONTRADICTIONARY EFFECTS ON CHILD LABOR]



Today all these factors play out not just in individual countries, but on a global scale. The effects of today’s global economy on poverty and core labor standards in general, and child labor in particular, have been hotly debated.

Global Competition: Proponents of free trade argue that promoting global trade and reducing trade barriers will create economic opportunities for developing countries, which could raise the standard of living, lift hundreds of millions out of poverty, and increase the life expectancy of children in poor countries.<sup>56</sup> By reducing poverty, global trade could also help to reduce child labor. Critics of the current model of globalization and trade, however, argue that it creates a “race to the bottom” in which multinational corporations force countries to compete for jobs and investment by offering the lowest wages and working conditions.<sup>57</sup> Just as states competing against each other in a national economy slowed the passage and enforcement of child labor legislation in U.S. history, today international competition sometimes works to slow child labor reforms by encouraging corporations and governments to promote low labor costs or resist enforceable international standards.<sup>58</sup>

Free Trade Rules: Organizations such as the WTO argue that free trade rules create a stable trading system free from discrimination, in which even small and developing countries can challenge unfair actions taken by their more powerful trading partners. Critics point out that free trade agreements often ignore or prohibit the inclusion of labor and environmental standards. For example, in the early 1990s, U.S. Senators proposed federal legislation banning imports of goods manufactured with child labor. However, these proposals are unlikely to be implemented. Congressional researchers and the Office of the U.S. Trade Representative have acknowledged that such an import ban would likely violate current rules of the World Trade Organization (WTO), of which the U.S. has been a member since 1995. Under WTO rules, countries affected by a child labor import ban could challenge it as an unfair trade barrier or impose fines on U.S. exports in return for the violation.<sup>59</sup>

<sup>55</sup> International Confederation of Free Trade Unions, “Annual Survey of Violations of Trade Union Rights” (Brussels: International Confederation of Free Trade Unions, 2002).

<sup>56</sup> World Bank, “Global Economic Prospects 2002: Making Trade Work for the World’s Poor” (Washington, D.C.: World Bank Group, 2001).

<sup>57</sup> See, for example, the AFL-CIO position on the global economy ([www.aflcio.org/issuespolitics/globaleconomy/](http://www.aflcio.org/issuespolitics/globaleconomy/)).

<sup>58</sup> Miriam Wasserman recounts that in response to a proposed international treaty to eliminate the worst forms of child labor at the 1999 WTO ministerial conference, “Countries such as Thailand, Brazil, and India feared that mandating higher labor standards could rob them of their comparative advantage in cheap labor, price them out of the market, and block their prospects for greater growth and economic development” (“Eliminating Child Labor,” *Regional Review* 10 [2000], 8) [hereinafter Wasserman].

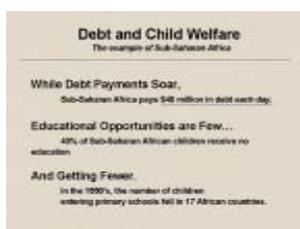
<sup>59</sup> Robert Weissman, “Stolen Youth: Brutalized Children, Globalization and the Campaign to End Child Labor,” *Multinational Monitor* 18 (Jan/Feb, 1997), 14.

Some U.S. legislation (e.g., the Trade and Tariff Act of 1984 and the Trade and Development Act of 2000) has begun to include labor standards and child labor as criteria for preferential trade.<sup>60</sup> There is also an executive order in place barring federal contractors working with federal agencies from procuring goods made with forced or indentured child labor.

- Debt may affect national spending on children

The World Bank and the International Monetary Fund are international lending organizations, which see their role as “bringing a mix of finance and ideas to improve living standards and eliminate the worst forms of poverty.”<sup>61</sup> However, many scholars and organizations have raised concerns about the high debt burdens countries face as a result of these loans, as well as the “structural adjustment programs” imposed as conditions of the loans.<sup>62</sup>

#### [OVERHEAD: DEBT AND CHILD WELFARE]

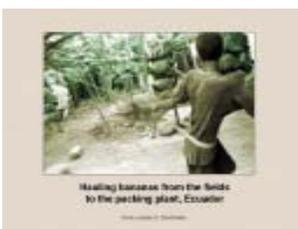


Economically poor countries face many serious challenges to adequate social and education funding, often including crises such as war and disease. At the same time, many of these countries face staggering interest payments on development loans that limit their abilities to invest in health and education improvements. For example, Sub-Saharan Africa (where 48 million children under 14 work), pays \$40 million on its debt each day while 40% of its children receive no education. In the 1990s, numbers of children entering primary schools declined in 17 African countries.<sup>63</sup>

## Part V: Case Study: Ecuador’s Banana Industry [10 minutes]

Let’s take a look at a well-documented child labor problem in one particular industry where many of the factors we’ve talked about have come together. Several reports in 2002 documented deteriorating labor standards and an increasing use of child labor on banana plantations in Ecuador.

#### [OVERHEADS: HAULING BANANAS FROM THE FIELDS AND HARVESTING BANANAS]



Child labor in Ecuador is hardly a secret. In the summer of 2002, a *New York Times* reporter interviewed 10- and 12-year-old child laborers on Los Alamos plantations, where Bonita brand bananas are grown and harvested for export. Most children reported that they had started work in order to help support their families because many of their parents, also full-time banana workers, could not support them on

their wages of \$6-\$7 per day. Some of the children reported even working for free to help finish tasks so their parents’ wages would not be docked, all while enduring exposure to pesticides, lifting heavy loads, and working with hazardous equipment and sharp tools.

<sup>60</sup> See 2001 Findings on the Worst Forms of Child Labor (Washington, D.C.: U.S. Department of Labor, 2002), 1-2 [hereinafter 2001 Findings on the Worst Forms of Child Labor].

<sup>61</sup> World Bank Group, “About Us” (www.worldbank.org).

<sup>62</sup> UNICEF, “Finance Development, Invest in Children” (UNICEF, 2002), 4. See also *By the Sweat and Toil of Children, Volume VI: An Economic Consideration of Child Labor* (Washington: U.S. Department of Labor, 2000), 43 and “Poverty and Children” (UNICEF, 2001), 22.”

<sup>63</sup> “Every Child in School,” 1.

Child labor is known to be a problem throughout Ecuador. In 2000, an estimated 38.6% of children age 5-17 worked in Ecuador's rural areas; 13.8% of children 5-17 work in Ecuador's urban areas, and the ILO estimates that 4.3% of children 10-14 work throughout Ecuador.<sup>64</sup> [There is no available number that breaks down these statistics by industry.]

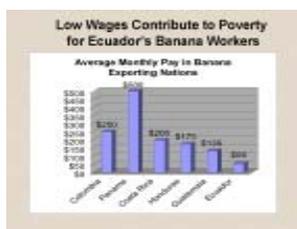
Several factors have contributed to the use of child labor on banana plantations in particular.

- Declining prices for banana growers create pressure to lower labor standards

Prices for Ecuador's bananas, most of which are exported to the U.S., have fallen 30 percent compared to ten years ago. In 2002, growers reported that boxes of bananas were sold to exporters for \$2-\$3 and then resold in the U.S. for about \$25. Growers and exporters interviewed in 2002 used these low prices to justify ignoring labor codes; and even a local government official openly admitted that under current conditions "all the members of families have to work to pay for basic needs."<sup>65</sup>

- Low wages contribute to poverty for Ecuador's banana workers

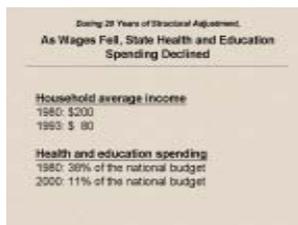
### [OVERHEAD: LOW WAGES CONTRIBUTE TO POVERTY FOR ECUADOR'S BANANA WORKERS]



Ecuador is the world's leading banana exporter,<sup>66</sup> but its banana workers earn less than those in any other banana-exporting country.<sup>67</sup>

- Education spending has declined; education costs place school out of reach for poor families

### [OVERHEAD: AS WAGES FELL, STATE HEALTH AND EDUCATION SPENDING DECLINED]



Beginning in the early 1980s, Ecuador has agreed to alter laws and economic structures as part of agreements with international lending institutions, the World Bank and International Monetary Fund, in order to finance debts and secure new development loans. These "structural adjustments" or "austerity" measures have decreased government spending on health and education.<sup>68</sup> Families often must pay significant fees and transportation costs in order to send children to school.<sup>69</sup> Fewer than 40% of child banana workers interviewed by Human Rights Watch in 2001 reported staying in school after age 14.<sup>70</sup>

<sup>64</sup> World Bank, World Development Indicators 2002 CD-ROM (World Bank, Washington, D.C., 2002); ILO-IPEC, "INDEC, Mintrabajo e INNFA presentan resultados preliminares de Encuesta Nacional," Encuentros no 2 (December 2001-February 2002).

<sup>65</sup> Juan Forero, "In Ecuador's Banana Fields, Child Labor is Key to Profits" (New York Times, July 13, 2002), A1, A6 [hereinafter Forero].

<sup>66</sup> Food and Agriculture Organization of the United Nations, "Banana Statistics," 2000 (<http://www.fao.org/es/ESC/esce/escr/bananas/pdfs/BAN-COMP2001.pdf>).

<sup>67</sup> Robert Perillo, "Ecuador: Culprit and Victim in the Global Banana Crisis," US/Labor Education in the Americas Project Newsletter (December, 2000) (<http://www.usleap.org/Banana/crisis/Ecuador%26crisis12-00.html>).

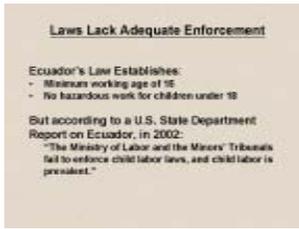
<sup>68</sup> Center for Latin American Studies, "The Social and Economic Impacts of Structural Adjustment in Ecuador: Executive Summary," 2001 ([http://www.saprin.org/ecuador/research/ecu\\_sapri\\_rpt.pdf](http://www.saprin.org/ecuador/research/ecu_sapri_rpt.pdf)).

<sup>69</sup> 2001 Findings on the Worst Forms of Child Labor, 120.

<sup>70</sup> Human Rights Watch, Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations' (New York: Human Rights Watch, 2002), 2 [hereinafter 'Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations'].

- Child labor laws are not adequately enforced

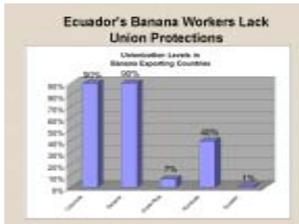
[OVERHEAD: LAWS LACK ADEQUATE ENFORCEMENT]



By law in Ecuador, employers cannot hire children under 14 unless they obtain authorization through the Ministry of Labor, and children under 18 are not allowed to perform hazardous work.<sup>71</sup> As of 2001, however, the Ministry of Labor did not regularly include child banana workers within the scope of its activities.<sup>72</sup> In a recent report, the U.S. State Department observed: "The Ministry of Labor does not have adequate resources to investigate exploitative child labor practices."<sup>73</sup>

- Banana workers lack union protection

[OVERHEAD: ECUADOR'S BANANA WORKERS LACK UNION PROTECTIONS]



Union density on Ecuador plantations is also lower than in other banana-exporting countries.<sup>74</sup> Beginning in 1991 Ecuador's labor code in that country was changed to increase labor "flexibilization" and remove regulations governing employer-employee relations. Restrictions increased for organizing, the right to strike, and collective bargaining. Employers are no longer required to bargain collectively with workers or to rehire workers fired for organizing. The number of workers necessary to form a union has been

doubled.<sup>75</sup> Ecuador's new labor code laws allow plantations to hire a majority of workers on a temporary basis; temporary workers are not allowed to join unions, do not receive benefits or overtime pay, and can be fired at any time.<sup>76</sup>

These conditions have attracted U.S. banana companies to shift larger and larger proportions of their imports to Ecuador in recent decades. In 2000, the president of Chiquita's international division explained layoffs of 650 workers in Honduras by pointing out that Ecuador's low standards and low wages had made other banana-growing regions uncompetitive: "The costs in Ecuador are so much lower. There are no unions, no labour standards and pay is as low as two dollars a day."<sup>77</sup>

- Workers who organize face repression

When workers do try to organize, they could face repression and violence. In the example of Los Alamos plantations, where child labor was reported in the *New York Times* story discussed earlier, 1400 workers tried to improve their wages and working conditions by voting in March of 2002 to establish a union. Shortly thereafter, the owner refused to recognize the union and 124 workers were fired for organizing. When workers struck and occupied part of the farm in protest, the plantation owner hired 400 armed guards who reportedly physically attacked and shot at workers. Many families continued to strike through the summer of 2002, but the plantation owner continued to refuse to recognize the union, and also set up a "company union" negotiating committee in order to block the workers' legitimate union.<sup>78</sup>

<sup>71</sup> 2001 Findings on the Worst Forms of Child Labor, 121.

<sup>72</sup> Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations, I:3.

<sup>73</sup> U.S. Department of State, Country Report on Human Rights Practices-2001: Ecuador (Washington, D.C.: U.S. Department of State, March 4, 2002) at Section 6d.

<sup>74</sup> David Bacon, "Blood on the Bananas" (London: International Centre for Trade Union Rights, 2002) ([www.ictur.labournet.org/Ecuador.htm](http://www.ictur.labournet.org/Ecuador.htm)), 3 [hereinafter Bacon].

<sup>75</sup> SAPRIN, The Policy Roots of Economic Crisis and Poverty: A Multi-Country Participatory Assessment of Structural Adjustment, (Structural Adjustment Participatory Review Initiative Network [SAPRIN], April, 2002), 84.

<sup>76</sup> Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations, V:5-11

<sup>77</sup> Bob Kisting, Financial Times of London, as cited in Dana Frank, "Our Fruit, Their Labor and Global Reality," (The Washington Post, June 2, 2002, B5); see also "Towards Respect for Global Union Rights?" (International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations [IUF], 2000), 1-2 ([www.iuf.org/iuf/editorials/banana01-00.htm](http://www.iuf.org/iuf/editorials/banana01-00.htm)).

<sup>78</sup> See Bacon, 1-3; Forero; and International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF), "Violence Against Ecuadorian Banana Workers Striking for Their Rights," 2002 ([www.iuf.org.uk/cgi-bin/dbman/db.cgi](http://www.iuf.org.uk/cgi-bin/dbman/db.cgi)).

## [OVERHEAD: INTERNATIONAL SUPPORT FOR ORGANIZING EFFORTS BY ECUADOR'S BANANA WORKERS]

The good news is that a broad international coalition of concerned parties have begun working to investigate conditions in banana fields and to support the efforts of banana workers to improve labor conditions and combat child labor. Here in North America, many consumers who learned of conditions on the Los Alamos Plantations in 2002 researched where Bonita bananas were sold, and then convinced major U.S. retailers like Costco to contact plantation owner Alvaro Noboa to urge him to respect workers' rights. Thousands of consumers, students, and union members and leaders also wrote letters to Noboa in support of workers. A delegation of U.S. Congressional staffers also visited Ecuador and reported back to lawmakers in Washington on conditions on banana plantations.<sup>79</sup>

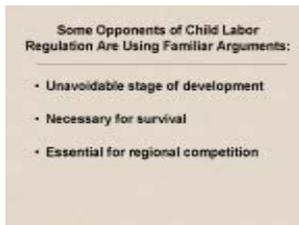


Also in response to this international attention, in July 2002, Ecuador's Ministry of Labor signed an agreement with the banana industry and several non-governmental organizations to work toward eradicating child labor on banana plantations by 2003.<sup>82</sup>

## Part VI: Unions' Global Struggle Against Child Labor [15 min.]

While child labor has many new contributing factors, many of the debates and lessons of U.S. history are relevant.

### [OVERHEAD: SOME OPPONENTS OF CHILD LABOR REGULATION ARE USING FAMILIAR ARGUMENTS]



Just like many factory owners and politicians did in early U.S. history, some opponents of child labor regulation today argue that it is part of "natural" economic growth and development,<sup>81</sup> that child labor is necessary for the survival of children and businesses, or that nations could lose their competitive advantage in the global market if child labor is prohibited.

<sup>79</sup> See Human Rights Watch, "Stop Labor Rights Abuses on Ecuador's Banana Plantations," 2002 (<http://www.hrw.org/campaigns/ecuador/>) and Campaign for Labor Rights, "Striking Banana Workers Attacked," 2002, (<http://campaignforlaborrights.org/campaigns/Naboa/Naboa.htm>).

<sup>80</sup> "Menores de 15 años no trabajar-n en bananeras," *El Universo*, November 27, 2002, as cited in DRAFT: 2002 Findings on the Worst Forms of Child Labor (Washington, D.C.: U.S. Department of Labor, 2003).

<sup>81</sup> For example, Murray Weidenbaum, Chairman of the Center for the Study of American Business at Washington University, argues that "Instead of requiring sweatshops to adopt higher labor standards, consumers should recognize that the use of child labor and low-wage workers is a normal stage in the industrial development of poor nations. As these nations become more economically successful, they will abandon exploitative labor practices." ("A Defense of Sweatshops," in *Child Labor and Sweatshops*, ed. Mary E. Williams [San Diego: Greenhaven Press, 1999]).

<sup>82</sup> Economist David L. Lindauer typifies this view, arguing that "We know of no case where a nation developed a modern manufacturing sector without first going through a 'sweatshop' phase" and suggesting child labor may be "a necessary evil of industrialization" (cited in S.L. Bachman, "The Political Economy of Child Labor and Its Impacts on International Business," *Business Economics*, July, 2000). Some World Bank publications also espouse the view that "The use of child labor may actually be a fundamental evolutionary stage in the development of a country," while acknowledging that "Developing countries argue that such measures [enforcement of child labor prohibitions] would rob them of their comparative advantage: lower labor costs" (Faraaz Siddiqi and Harry Anthony Patrinos, "Child Labor: Issues, Causes, and Interventions," *Human Capital Development and Operations Policy Working Papers* [World Bank], 8 [[http://www.worldbank.org/html/extdr/hnp/hddflash/workp/wp\\_00056.html](http://www.worldbank.org/html/extdr/hnp/hddflash/workp/wp_00056.html)]). Zehra Arat ("Analyzing Child Labor as a Human Rights Issue: Its Causes, Aggravating Policies, and Alternative Proposals," *Human Rights Quarterly* 24 [2002]), notes that World Bank officials, in defense of funding for India's silk industry despite the industry's widespread use of child labor, have similarly argued that "in some areas child labor is essential for families to survive" (195). See also Wasserman, 8.

## [OVERHEAD: CHILD LABORERS]



Some current and former child laborers are organizing to improve their lives. In a few cases, children have formed unions and demanded improvements in their lives and working conditions.<sup>83</sup> In other cases, child laborers are joining efforts to end exploitative child labor, gain universal free education, and also demand that children have a voice in the national and international policy decisions that affect them. These photos are a few of the hundreds of current and former child laborers who participated in the “Global March Against Child Labor” in 1998.<sup>84</sup>

## [OVERHEAD: COMMUNITY ORGANIZATIONS]



The Global March Against Child Labor also involved thousands of adult supporters, including representatives of international non-governmental organizations, labor unions, and faith-based organizations. The “marchers” staged rallies and actions across the globe, designed to raise awareness and increase participation in the struggle to end child labor and protect children’s rights. The 1998 Global March culminated at the ILO Conference in Geneva, and may have been an important factor in the adoption of ILO Convention

182 on the Worst Forms of Child Labor. The Global March coalition continues to raise awareness about child labor, to urge ratification and enforcement of existing international laws and conventions, to mobilize in support of education for all children, and to promote programs that support rehabilitation of child laborers.<sup>85</sup> The Global March is just one prominent example of the many organizations, institutions, and coalitions working to end exploitative child labor.

## [OVERHEAD: STUDENTS ACROSS THE GLOBE]



Students in middle schools, high schools, and colleges, are playing an important role in efforts to protect labor standards and end exploitative child labor. In 1994 students at Broad Meadows Middle School in Quincy, Massachusetts, were visited by a former child laborer named Iqbal Masih. Iqbal had been a bonded laborer in the carpet industry, but escaped and became active in the struggle to end child labor and provide education for all children. He was visiting the United States to receive a human rights award for his activism. When he returned to his native Pakistan, Iqbal was murdered. Children at Broad Meadows joined together and began a fundraising drive that resulted in the creation of school in Pakistan in Iqbal’s memory.<sup>86</sup>

<sup>83</sup> For example, an NGO called Concerned for Working Children assists a children’s union in India called Bhima Sangha, which reports 13,000 child members. For more discussion of this and other unions of child laborers, see Concerned for Working Children (<http://www.workingchild.org>).

<sup>84</sup> Pictures and descriptions of “core marchers” can be found at Global March Against Child Labor ([http://www.globalmarch.org/about\\_the\\_march/p.php3](http://www.globalmarch.org/about_the_march/p.php3)).

<sup>85</sup> The full mission statement of the Global March can be found at [www.globalmarch.org/about\\_the\\_march/p.php3](http://www.globalmarch.org/about_the_march/p.php3).

<sup>86</sup> See Susan Kuklin, *Iqbal Masih and the Crusaders Against Child Slavery* (New York: Henry Holt, 1998).

As a 12-year-old, Craig Kielburger founded an organization called “Free the Children,” after learning about the murder of Iqbal Masih. The organization has become an international network of children helping children, with over 100,000 youth in 35 countries. Free the Children has raised money to build over 350 primary schools in developing nations, among other projects.<sup>87</sup>

United Students Against Sweatshops is yet another example in which students are joining together to combat sweatshop conditions in workplaces across the globe. Involving students at over 200 campuses in the United States, the group works to ensure that goods bearing a campus logo are manufactured under conditions that respect workers’ rights, including a rejection of child labor.<sup>88</sup>

### [OVERHEAD: ATHLETES]



Prominent athletes, particularly soccer players, have become involved in the struggle against child labor. In 2002, the ILO joined with the African Football Federation to launch the Red Card to Child Labor campaign at the African Cup of Nations. The campaign seeks to form partnerships with soccer federations across the world to generate awareness of exploitative child labor, because of the widespread global interest in major soccer tournaments.<sup>89</sup>

Soccer players, including the Argentina National Team and the other players pictured here, have also participated in a campaign by the Global March Against Child Labor demanding that the FIFA World Cup take steps to ensure that FIFA licensed products are made free of child labor. In 1996, an estimated 7,000 children in India and Pakistan were stitching soccer balls sold by prominent athletic companies. Although progress has been made since then, a 2002 investigation by the Global March continued to find some children working up to 14-hour days stitching FIFA World Cup soccer balls.<sup>90</sup>

### [OVERHEAD: UNIONS ACROSS THE GLOBE]



Workers and trade unions around the world are playing a large role in supporting the rights of children and working to end child labor. This is a picture of Pakistani Trade Unionists marching on June 12, 2002, the first International Day Against Child Labor. This picture is an important example because Pakistan has a very high incidence of child labor (many observers estimate as many as 20 million child laborers) and because unions must function under major restrictions in many industries and regions of Pakistan.<sup>91</sup>

<sup>87</sup> See Free the Children (<http://www.freethechildren.org/info/aboutcraig.html>) and Craig Kielburger and Kevin Major, *Free the Children* (New York: Harper, 1998).

<sup>88</sup> See United Students Against Sweatshops (<http://www.usasnet.org>) and Liza Featherstone and United Students Against Sweatshops, *Students Against Sweatshops* (New York: Verso, 2002).

<sup>89</sup> See ILO Red Card Campaign (<http://www.ilo.org/public/english/standards/ipecc/ratification/redcampaign/redcard.htm>).

<sup>90</sup> See “Activities for 1998: Surveys of Child Labour” ([www.dolpunjab.gov.pak/r4.htm](http://www.dolpunjab.gov.pak/r4.htm)) as cited in *Advancing the Campaign Against Child Labor* (Washington, D.C.: U.S. Department of Labor, 2002); International Labor Rights Fund, *Child Labor in the Soccer Ball Industry: A Report on Continued Use of Child Labor in the Soccer Ball Industry in Pakistan* (Washington, D.C.: International Labor Rights Fund, 1999); Global March, “Executive Summary of the Global March Report on the Football Stitching Industry of Pakistan,” 2002 ([www.globalmarch.org/world-cup-campaign/presskit/english/2-Reports/pakistan-report.ph](http://www.globalmarch.org/world-cup-campaign/presskit/english/2-Reports/pakistan-report.ph)), and “Child labour used to manufacture ‘World Cup’ balls” (*London Times*, May 22, 2002).

<sup>91</sup> U.S. Department of State, *Country Reports on Human Rights Practices: Pakistan* (Washington, D.C.: U.S. Department of State, March 4, 2002) at Section 6 (<http://www.state.gov/g/drl/rls/hrrpt/2002/index.htm>).

## [OVERHEAD: HISTORY'S STRATEGIES STILL APPLY]



Around the world, trade unions are protesting the use of child labor and successfully working in coalition with other groups to pursue reforms, using many of the same strategies that American workers used in the past. Workers in the U.S. and other industrialized countries are also supporting workers in other countries on initiatives to raise labor standards and eradicate child labor. A few examples of these trade union initiatives taking place here, abroad, and through international coalitions, include:

## [OVERHEAD: COLLECTIVE BARGAINING STRATEGIES]



**BRAZIL:** Brazil's National Confederation of Workers in Agriculture (CONTAG) trains its union leaders to bargain contract clauses limiting child labor and/or requiring employers to provide child workers with education.<sup>92</sup> One Union of Rural Workers has started a successful "goat-to-school" program that loans goats to families who can use them for income if they remove children from work and send them to school.

**GLOBAL:** In 2000, the International Federation of Chemical, Energy, Mine and General Workers' Unions (ICEM) signed a "global agreement" with the multinational Freudenberg corporation, which owns chemical and rubber manufacturing plants. The agreement covers all Freudenberg plants in the U.S. and 40 other countries, and commits Freudenberg to basic standards including a ban on "child labour according to the definitions included in ILO Convention 138."<sup>93</sup>

**UGANDA:** Child labor is common on tea plantations throughout the world. To control this problem, Uganda's National Union of Plantation and Agricultural Workers has signed an agreement with the Uganda Tea Association prohibiting child labor under the age of 18. The resulting Memorandum of Understanding states, "UTA and NUPAW agree that employment of children under the age of 18 years is not condoned and therefore management shall not directly employ or allow employees to bring children in the Estates to work their task."<sup>94</sup>

## [OVERHEAD: CODES OF CONDUCT AND LABELING]



**GLOBAL:** Through programs developed by non-profit organizations, some export goods like coffee, tea, or cocoa can now be certified as "Fair Trade" products if producers adhere to basic labor standards and pay farmers fair prices. Churches, consumers, and students are now working to publicize Fair Trade and expand the availability of Fair Trade products in countries that import these goods.<sup>95</sup>

**GLOBAL:** When the use of child labor in the rug-making industries of Pakistan and India gained international publicity in the 1990s, consumer groups, building on the history of "union label" programs, created "RUGMARK" and worked with manufacturers to phase out child labor. RUGMARK licenses companies to use "no child labor" labels if production facilities are regularly inspected by independent monitors, and uses licensing fees to fund education and rehabilitation for children removed from carpet jobs. Consumer groups and unions educate the public about the label program and ensure it maintains strict standards for licensed companies.<sup>96</sup>

<sup>92</sup> Fyfe and Jankanish, 39.

<sup>93</sup> International Federation of Chemical, Energy, Mine and General Workers' Unions, "Global Agreement with Freudenberg" (<http://www.icem.org/agreements/freudenberg/freuintroen.html>).

<sup>94</sup> Nelien Haspels and Michele Jankanish, eds., *Action Against Child Labor* (Geneva: International Labour Office, 2000), 261 [hereinafter Haspels and Jankanish].

<sup>95</sup> *By the Sweat and Toil of Children*, Vol. IV, 141-48. See also TransfairUSA (<http://www.transfairusa.org>).

<sup>96</sup> *By the Sweat and Toil of Children*, Vol. IV, 24-34. See also RUGMARK (<http://www.rugmark.org>).

AUSTRALIA: When the 2000 Olympics were held in Sydney, Australia, labor federations created and signed an agreement with the Olympic organizing committee requiring all sponsors and licensees to adhere to a code of conduct on minimum labor standards, including adherence to international laws on child labor.<sup>97</sup>

GLOBAL: Pressure from human rights groups and international trade unions led soccer's World Cup organizers (FIFA) to adopt a Code in 1998 stating they would cease using soccer balls made with child labor. In 2002, when children were found still making soccer balls and adult workers were not being paid a living wage, activists launched a new campaign, mobilizing soccer fans, consumers, and politicians to demand FIFA improve factory monitoring and live up to the existing Code.<sup>98</sup>

## [OVERHEAD: CAMPAIGNS FOR GLOBAL LABOR STANDARDS]



GLOBAL: The International Confederation of Free Trade Unions (ICFTU) has proposed including a social clause on seven core labor standards in WTO rules (this proposal has so far been rejected).<sup>99</sup> The International Confederation of Free Trade Unions is working to publicize these standards around the world in conjunction with its global campaign against child labor, launched in 1994.<sup>100</sup>

GLOBAL: Around the world, trade unions have participated in campaigns to encourage their governments to ratify ILO Convention 182 on the Worst Forms of Child Labor.

UNITED STATES: Recent additions to Trade Act of 2002 call on negotiators to promote respect for core labor standards, to include core labor standards as one objective of trade, and to encourage more cooperation between the WTO and ILO. Some have criticized these guidelines, however, since they are not binding or enforceable regulations. Certain textile agreements with countries like Cambodia have successfully included incentives for improving worker rights.<sup>101</sup>

## [OVERHEAD: RAISING AWARENESS]



INDIA: In a region where many children under 12 were performing hazardous work in slate mines, India's All India Trades Union Council organized a visit to the mines and mobilized their members to organize a campaign against child labor.

UNITED STATES: Here in the U.S., labor unions including the American Federation of Teachers and the Communication Workers of America have created materials specifically to educate their members about the problem of child labor, and many unions regularly

feature information about child labor campaigns in their publications.<sup>102</sup>

BRAZIL: In Brazil, where children are regularly employed in the footwear and garment industries, on plantations, in mines, and at "informal" jobs like selling goods on the street, Brazil's largest labor federation (the CUT) is carrying out a nationwide program to educate local trade unionists on child labor and organize community support for local enforcement of child labor laws.<sup>103</sup>

<sup>97</sup> Haspels and Jankanish, 262-63.

<sup>98</sup> See Haspels and Jankanish, 262, 265, and Global March Against Child Labor, "Executive Summary of the Global March Report on the Football Stitching Industry of Pakistan" (New Delhi: Global March, 2002).

<sup>99</sup> International Confederation of Free Trade Unions, "ICFTU Statement on Building a WTO that Can Contribute Effectively to Economic and Social Development Worldwide," 1999 (<http://www.icftu.org/displaydocument.asp>); see also Fyfe and Jankanish, 34.

<sup>100</sup> See International Confederation of Free Trade Unions, *No Time to Play: Child Workers in the Global Economy* (International Confederation of Free Trade Unions, 1996).

<sup>101</sup> Andrew Wells-Dang, "Linking Textiles to Labor Standards: Prospects for Cambodia and Vietnam," FPIF Policy Report, June, 2002 ([www.fpiif.org/papers/txt-labor\\_body.html](http://www.fpiif.org/papers/txt-labor_body.html)).

<sup>102</sup> See American Federation of Teachers, *Lost Futures: The Problem of Child Labor* (Washington, D.C.: American Federation of Teachers, 1997).

<sup>103</sup> Haspels and Jankanish, 257.

Standards Enforcement," (Berkeley: Henning Center for International Relations, 2003) (<http://henningcenter.berkeley.edu/gateway/kukdong.html>).

## [OVERHEAD: SOLIDARITY ACROSS BORDERS ]



GLOBAL: In 2001 factory monitors confirmed illegal union-busting and other violations – including employment of 13-15 year-old children— at a Mexican factory sewing clothing with university logos for Nike and other U.S. companies. Thousands of American students, workers, and consumers wrote letters to corporate CEOs protesting worker treatment. The international solidarity campaign helped factory workers to overcome violence, intimidation, and mass firings when they tried to organize, and after months of struggle, workers won an independent union.<sup>104</sup>

GLOBAL: Citizens in countries including the U.S. that import bananas have supported workers' efforts to organize a union on Bonita banana plantations in Ecuador, where child labor is a common problem. As news of Bonita's child labor abuses and violent attacks on workers spread in 2002, thousands of workers, consumers, and students contacted plantation owner Alvaro Noboa to demand that he recognize the workers' union and cease using illegal child labor, and leaders of labor organizations (including the AFL-CIO in the U.S.) issued statements in support of Ecuadorian workers.<sup>105</sup>

UNITED STATES: The International Labor Rights Fund has begun pursuing legal action in U.S. courts against multinational companies for labor abuses. For example, ILRF filed a 1996 suit against Unocal for using slave labor to build pipelines in Burma. More recently, with the support of U.S. labor unions, ILRF filed suit against Coca-Cola for failing to protect workers who have been harassed, tortured, and even killed for union activity at contract bottling plants in Colombia. These cases are still pending, but if effective, this strategy could be used in the future to hold corporations accountable for child labor abuses.<sup>106</sup>

## [OVERHEAD: PROMOTING ACCESS TO EDUCATION]



PERU: In urban areas, where a 1996 survey found 4.3 million child workers, Peru's national labor federation (the CUT) has begun funding, training, and staffing to make education programs available to children working in street markets.

BANGLADESH: Many children working in especially hazardous workplaces such as automotive and welding workshops in Bangladesh have been removed through a program run by the Building and Woodworkers' Federation and the Metal Workers' Union. After leaving work, children are enrolled in education and assistance programs.<sup>107</sup>

GLOBAL: Aid agencies, non-governmental organizations, child rights activists, and teachers and public sector unions from 180 countries have joined an international coalition called the Global Campaign for Education (GCE). The GCE organizes in support of the goals set forth by 185 world governments at the World Education Forum in Dakar in April 2000, including the achievement of free, compulsory primary education for all children by 2015.<sup>108</sup>

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**Q: BASED ON THESE EXAMPLES, WHICH STRATEGIES SEEM MOST IMPORTANT FOR UNIONS IN OTHER COUNTRIES TO PARTICIPATE IN? WHICH STRATEGIES SEEM MOST IMPORTANT FOR UNIONS IN INDUSTRIALIZED COUNTRIES TO PARTICIPATE IN?**

**[DISCUSS ANSWERS.]**

<sup>104</sup> Jeremy Blasi, "Kukdong: A Case of Effective Labor Standards Enforcement," (Berkeley: Henning Center for International Relations, 2003) (<http://henningcenter.berkeley.edu/gateway/kukdong.html>).

<sup>105</sup> See Human Rights Watch, "Stop Labor Rights Abuses on Ecuador's Banana Plantations" (<http://www.hrw.org/campaigns/ecuador/>) and Campaign for Labor Rights, "Striking Banana Workers Attacked" (<http://campaignforlaborrights.org/campaigns/Naboa/Naboa.htm>)

<sup>106</sup> Suits use the Alien Tort Claims Act of 1789 that allows foreigners to sue one another in U.S. courts; after a successful 1979 case, human rights groups have tried to use the law to sue multinational companies for abuses. See Terry Collingsworth, *The Alien Tort Claims Act: A Vital Tool for Preventing Corporations from Violating Fundamental Human Rights* (Washington, D.C.: International Labor Rights Fund, 2003).

<sup>107</sup> Haspels and Jankanish, 258.

<sup>108</sup> See Global Campaign for Education ([www.campaignforeducation.org](http://www.campaignforeducation.org)).

## [OVERHEAD: HISTORY'S STRATEGIES STILL APPLY]

### History's Strategies Still Apply:

- Union and Community Organizing
- Free Education for All Children
- Campaigns to Change Public Opinion
- Universal Minimum Standards

In all the examples we considered, adult workers are acting locally through their unions to advocate for better conditions for children. They recognize that exercising and protecting their rights to organizing and collective bargaining as adult workers goes hand in hand with providing standards and protections for children. Collective action and union organizing are still key components of accomplishing child labor reform.

## GROUP ACTIVITY: Analyzing a case study and developing a message [45-60 minutes]

### Objectives

- Involve participants in analyzing facts, statistics, and multiple factors affecting child labor in a given industry.
- Require participants to use information gained during the workshop to develop a message they can use in raising awareness of child labor.

### Materials

- Worksheets 5 - 9: Fact sheets on child labor in particular industries
- Worksheet 10
- Flip chart

### Instructions

- Explain that after forming small groups, each group will be assigned a different case study to analyze and discuss, and will be given a worksheet to complete in order to develop a message on the case that they could use to effectively raise awareness of the issue described in their case. After reviewing and discussing the facts, each group's task will be to draw on their own experiences, information from the preceding workshop, and materials provided in CLPEP handouts to develop an effective way to communicate the problem's relevance to their coworkers and the public.
- Divide participants into five groups of 5-10 people (depending on audience size). Give each group a copy of one of six different one-page fact sheets and provide each participant with a worksheet (brief or extended version, depending on available time).
- After allowing 20-40 minutes (depending on available time) for groups to discuss cases and work on action plans for, tell groups to designate a spokesperson to report back to the large group. Remind groups that since each group worked with a different case study, reports back to the large group should provide practice in concisely verbally relating the "key facts" discussed during the session.
- Allow five more minutes for groups to appoint spokesperson and refine message, and then reassemble large group and begin reports. Either keep track of responses on flip chart, or have group spokesperson record key points from their message on a flip chart.
- If participants want additional information to use in following up on the case studies, refer them to the resources listed in the footnotes accompanying fact sheets in Appendix I.

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## References Consulted in Preparation of Participant Handouts

Page 2: “How Widespread in Child Labor Today?”

Statistics on this page were drawn from *A Future Without Child Labor* (Geneva: International Labour Office, 2002), p. 9, and *Every Child Counts: New Global Estimates on Child Labour* (Geneva: International Labour Office, 2002), p. 19.

Page 3: “Child Labor Can Be Found in Nearly Every Industry”

Examples on this page were drawn from *2001 Findings on the Worst Forms of Child Labor* (Washington, D.C.: U.S. Department of Labor, 2001), pp. 33, 38, 41, 57, 87, 89, 104, 124, 128, 164, 174, 260, 278, and *A Future Without Child Labor* (Geneva: International Labour Office, 2002), pp. 24-31.

Page 4: “Child Labor Reform and the U.S. Labor Movement”

Timeline includes events noted in Walter I. Trattner, *Crusade for the Children: A History of the National Child Labor Committee and Child Labor Reform in America* (Chicago: Quadrangle, 1970); Sol Markoff, *The Changing Years 1904-1954* (New York: National Child Labor Committee, 1954); Jeremy P. Felt, *Hostages of Fortune: Child Labor Reform in New York State* (Syracuse: Syracuse UP, 1965). All photos by Lewis Hine for the National Child Labor Committee.

Page 9: “Unions and the Global Struggle Against Child Labor”

Examples of union initiatives on this page were drawn from *Action Against Child Labor* (Geneva: International Labor Organization, 2000); *Children at Work: A Handbook on Child Labor for Public Service Workers* (Public Services International, 1998); A Fyfe and M. Jankanish, *Trade Unions and Child Labor: A Guide to Action* (Geneva: International Labor Organization, 1997); and *By the Sweat and Toil of Children Volume V: Efforts to Eliminate Child Labor* (Geneva: International Labor Organization, 1998).

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## Appendix I: Case Studies

### Child Labor in Ecuador's Banana Industry

In 2001, Human Rights Watch interviews of children on banana plantations in Ecuador found that:<sup>109</sup>

- Children started working at age 10 or 11.
- Children worked 12-hour days and did not receive overtime pay.
- Children were involved in hazardous forms of work including pesticide and fungicide use, use of sharp tools, and carrying heavy loads.
- Working children were given little or no safety equipment.
- Workplaces had no water or restroom facilities.
- Girls were often subject to sexual harassment.
- Less than 40% of 14-year-old children were attending school.
- Child workers earned an average of \$3.50/day (40% less than the legal minimum wage in Ecuador).

Ecuador is the world's largest banana exporter, supplying 24% of all U.S. bananas, and 28% of bananas sold in the world.<sup>110</sup> In 2000, average monthly wages for banana workers were \$56 in Ecuador, compared to \$500 in Panama, \$200-300 in Colombia, and \$150-200 in Honduras.<sup>111</sup>

In 2002, the *New York Times* reported that child labor is commonplace on Los Alamos banana plantations where Bonita bananas are produced. Most children interviewed reported that their parents also worked on the plantations, but were not paid enough for the family to live on.<sup>112</sup>

A 43-pound box of bananas purchased for \$2-\$3 in Ecuador retails for \$25 in the U.S.; Ecuadorian growers earn about 12 cents of every dollar consumers spend on bananas. Growers say this is 30% less than they earned 10 years ago, and that they cannot afford to eliminate child labor or raise wages.

By law in Ecuador: children must be at least 14 to work or employers must obtain court authorization before hiring children under 14, but the current Labor Ministry and judicial system do not enforce these laws.<sup>113</sup>

After a national letter-writing campaign, this summer Costco, one of the largest U.S. purchasers of Los Alamos/Bonita bananas, contacted Los Alamos plantation owner Alvaro Noboa with concerns about labor abuses and reiterated its policy to buy only from producers who have adhered to international labor laws.<sup>114</sup>

In 2001, Chiquita became the only major banana company so far to sign a "worker rights agreement" with its unionized producers and the International Union of Food and Allied Workers (IUF), pledging to respect international laws on worker rights. (About half of Chiquita's banana producers are unionized, compared to only a small fraction of Del Monte, Dole or Bonita workers).

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<sup>109</sup> Human Rights Watch, *Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations* (New York: Human Rights Watch, 2002) [hereinafter *Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations*].

<sup>110</sup> Food and Agriculture Organization of the United Nations, "Banana Statistics," 2000, (<http://www.fao.org/es/ESC/esce/escr/bananas/pdfs/BANCOMP2001.pdf>).

<sup>111</sup> Robert Perillo, "Ecuador: Culprit and Victim in the Global Banana Crisis," *US/Labor Education in the Americas Project Newsletter*, December 2000, (<http://www.usleap.org/Banana/crisis/Ecuador%26crisis12-00.html>).

<sup>112</sup> Juan Forero, "In Ecuador's Banana Fields, Child Labor is Key to Profits," *New York Times*, July 13, 2002, A1, A6.

<sup>113</sup> *Child Labor and Obstacles to Organizing on Ecuador's Banana Plantations*, I:3. The U.S. State Department's *Country Report on Human Rights Practices-2001: Ecuador* (U.S. Department of State, March 4, 2002, Section 6d) also notes that "The Ministry of Labor does not have adequate resources to investigate exploitative child labor practices."

<sup>114</sup> See Human Rights Watch, "Stop Labor Rights Abuses on Ecuador's Banana Plantations," 2002, (<http://www.hrw.org/campaigns/ecuador/>) and Campaign for Labor Rights, "Striking Banana Workers Attacked," 2002, (<http://campaignforlaborrights.org/campaigns/Naboa/Naboa.htm>).

## Child Labor in Central America's Coffee Industry

Plummeting world market prices in recent years have created a global "coffee crisis":

- World market coffee prices in 2001 hit a 100-year low of around 50 cents per pound (compared to \$3.15 in 1997).<sup>115</sup>
- In the late 1980s, coffee-growing nations earned about \$10 billion from exporting coffee; today, they export twice as much coffee, but earn less than \$6 billion.<sup>116</sup>
- Low prices have dramatically increased unemployment for coffee workers in Central American countries. Permanent employment fell more than 50% from 2000-2002, with over 500,000 coffee workers losing jobs.<sup>117</sup>
- More children of coffee workers have gone to work in or outside the coffee industry because parents are unemployed or unable to earn a living due to the coffee crisis.<sup>118</sup>

In Guatemala, where over 60,000 coffee plantations generate 30-35% of Guatemala's foreign trade:

- An estimated 500,000 children 7-15 work, mostly in the informal sector or in agriculture, including commercial coffee farms. Most children who work in rural areas are not paid for their labor.<sup>119</sup>
- By law: children must be 14 to work, and 14-18 year olds may only work 35 hours/week, but these laws are not enforced in the coffee industry. Many children under 14 work without legal permission, and generally receive no benefits and earn below-minimum salaries.<sup>120</sup>
- In 2000, over half of coffee workers surveyed made less than the country's legal minimum wage of \$2.48/day, and almost none received legally mandated overtime pay. Minimum daily wages were often paid for the work of an entire family, including children, instead of for each individual's work.<sup>121</sup>
- 82% of coffee workers surveyed in 2000 reported never having completed elementary school<sup>122</sup> (only 30% of all Guatemalan children are estimated to complete primary school).<sup>123</sup>

In 1995, U.S. coffee retailer Starbucks adopted a "framework for a code of conduct" to improve working conditions in the coffee industry. In 1997, the AFL-CIO and others sent letters to Starbucks protesting its lack of action when a report showed Guatemalan families, including children, still working in hazardous conditions to earn \$1.25 a day harvesting coffee sold to Starbucks. Some labor and human rights groups continue to criticize the company for failing to fully implement the "framework," which calls for a system to actively monitor labor conditions.<sup>124</sup>

Fair Trade groups in Europe and North America have established direct trade relationships with farms or cooperatives that agree to abide by basic labor standards. Fair Trade certified importers must in turn pay a minimum price (currently \$1.26/lb.) that can provide adults a living wage, which may help contribute to the goal of eliminating child labor.<sup>125</sup>

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<sup>115</sup> World Bank Group, "Managing the Competitive Transition of the Coffee Sector in Central America," (Washington, D.C.: Inter-American Development Bank, USAID, and the World Bank, 2002), 1 [hereinafter "Managing the Competitive Transition"].

<sup>116</sup> Oxfam, *Mugged: Poverty in Your Coffee Cup* (London: Oxfam International, 2002), 20.

<sup>117</sup> "Managing the Competitive Transition," 3.

<sup>118</sup> "Working to Help Coffee's Children," *Tea & Coffee Journal* 176 (2), Feb/March, 2002 (<http://www.teaandcoffee.net/0202/special.htm>).

<sup>119</sup> U.S. Department of Labor, *Advancing the Campaign Against Child Labor* (Washington: U.S. Department of Labor, 2002), 110 [hereinafter *Advancing the Campaign*].

<sup>120</sup> *Advancing the Campaign*, 110.

<sup>121</sup> COVERCO, *Coffee Workers in Guatemala: A Survey of Working and Living Conditions on Coffee Farms* (Commission for the Verification of Corporate Codes of Conduct [COVERCO], February, 2000), 20-21, 26 [hereinafter *Coffee Workers in Guatemala*].

<sup>122</sup> *Coffee Workers in Guatemala*, 32; U.S. Department of Labor, *2001 Findings on the Worst Forms of Child Labor: Trade and Development Act of 2000* (Washington: U.S. Department of Labor, 2002), 154 [hereinafter *2001 Findings*].

<sup>123</sup> *2001 Findings*, 154.

<sup>124</sup> US Labor Education in the Americas Project, "Starbucks Reneges on Code," April, 1997 (<http://www.usleap.org/Coffee/SBCampaign/SBCampaignresumes'97.html>); "Update & Analysis of Starbucks Progress Toward Implementing a Code of Conduct," U.S. Guatemala Labor Education Campaign Update no. 1/2, April 1998 ([http://www.citinv.it/associazioni/CNMS/archivio/strategie/starbucks\\_update.html](http://www.citinv.it/associazioni/CNMS/archivio/strategie/starbucks_update.html)).

<sup>125</sup> See Transfair USA (<http://www.transfairusa.org>).

In Costa Rica coffee-growing regions, a non-profit project called Coffee Kids is attempting to keep kids in school by raising funds for school fees, transportation, and teacher training, and providing small loans to poor families to start small businesses and free them from economic dependency on the coffee market.<sup>126</sup>

The ILO's International Programme on the Elimination of Child Labour has established projects in Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and the Dominican Republic aimed at removing children from work, providing them with education and health services, as well as facilitating alternative income generating opportunities for their families.<sup>127</sup>

## Child Labor and Child Slavery in the Cocoa Industry

According to the U.S. State Department's 2002 report on Human Rights Practices in the Ivory Coast:<sup>128</sup>

- "Children regularly are trafficked into the country from neighboring countries and sold into forced labor on agricultural farms and plantations, where they are subject to widespread abuse."
- By law in the Ivory Coast: slavery and forced labor are illegal and the minimum age for most other work is 14, but these laws are not enforced in the agricultural sector
- 52% of Ivory Coast children attended school in 2000-2001
- Education ends for most Ivory Coast children at age 13, when poverty forces them to leave school because they are required to pay expensive fees (unless they can pass difficult entrance exams).

In 2002, a survey conducted by the International Institute of Tropical Agriculture found:<sup>129</sup>

- a majority of children (64%) working on West African cocoa farms were below age 14
- children's jobs included clearing fields, weeding, maintaining trees, applying pesticides, fermenting, transporting, and drying cocoa beans.
- many children performed hazardous jobs, including pesticide spraying (153,000 children involved), work with machetes (284,000 children involved), and carrying heavy loads.
- approximately one third of children from cocoa-producing families had never attended any school (about 57% of all children in the Ivory Coast attend at least primary school).<sup>130</sup>
- poverty was widespread among families of cocoa workers, with average family members earning \$30-110 per year (overall average per capita income in the Ivory Coast was \$660 in 2000)<sup>131</sup>
- In 2000-2002, world market cocoa bean prices dropped to historic lows of 40-50 cents/pound (compared to \$4.89/pound in 1977).<sup>132</sup>

West Africa accounts for about 70% of the world's cocoa; 55% came from the Ivory Coast alone in 2001-02.<sup>133</sup>

The U.S. is the world's top importer of cocoa beans, and Americans spend \$13 billion a year on chocolate.<sup>134</sup>

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<sup>126</sup> See Coffee Kids (<http://www.coffeekids.org>).

<sup>127</sup> United Nations, "The UN Works for Fair Labour" ([www.un.org/works/labor/labor2.html](http://www.un.org/works/labor/labor2.html)).

<sup>128</sup> U.S. Department of State, *Country Reports on Human Rights Practices: Cote d'Ivoire* (Washington: U.S. Department of State, March 4, 2002), at Sections 5 and 6c ([www.state.gov/g/drl/rls/hrrpt/2001/af/8355.htm](http://www.state.gov/g/drl/rls/hrrpt/2001/af/8355.htm)) [hereinafter *Country Reports on Human Rights Practices: Cote d'Ivoire*].

<sup>129</sup> International Institute of Tropical Agriculture, "Summary of Findings from the Child Labor Surveys in the Cocoa Sector of West Africa: Cameroon, Cote d'Ivoire, Ghana, and Nigeria" July, 2002 ([www.dol.gov/ILAB/media/reports/iclp/cocoafindings.pdf](http://www.dol.gov/ILAB/media/reports/iclp/cocoafindings.pdf)).

<sup>130</sup> *Country Reports on Human Rights Practices: Cote d'Ivoire*, Section 5d.

<sup>131</sup> U.S. Department of State, "Background Note: Cote d'Ivoire" (Washington, D.C.: U.S. Department of State, Bureau of African Affairs, November, 2001), (<http://www.state.gov/r/pa/ei/bgn/2846.htm>).

<sup>132</sup> Food and Agriculture Organization of the United Nations, "Cocoa Commodity Notes May, 2002" ([www.fao.org/es/ESC/esce/cmr/cmrnotes/CMRcoce.htm](http://www.fao.org/es/ESC/esce/cmr/cmrnotes/CMRcoce.htm)) [hereinafter "Cocoa Commodity Notes"].

<sup>133</sup> "Cocoa Commodity Notes"

<sup>134</sup> Chocolate Manufacturers Association, "U.S. 2001 Statistics" (<http://www.candyusa.org/Stats/2001.shtml>).

Chocolate companies use a blend of cocoa beans in each product, so it's statistically likely that at least some Ivory Coast cocoa ends up in *most* chocolate products. Groups like Anti-Slavery International and UNICEF have warned that boycotting chocolate could drive cocoa prices down even further, making the situation even worse. Instead, they've advocated consumer campaigns and Fair Trade purchasing.<sup>135</sup> Several European and Canadian chocolate makers offer Fair Trade chocolates, but except for a few small specialty chocolate makers, Fair Trade chocolate is not yet widely available in the U.S.

In 2001, the U.S. House voted to explore creating a labeling system to ensure slave labor was not used in producing American chocolate. Chocolate companies hired Republican Bob Dole and Democrat George Mitchell to lobby against the bill, which never passed the Senate. Instead, a "Protocol for the Growing and Processing of Cocoa Beans and their Derivative Products", was signed on September 9, 2001 through the initiatives of U.S. Senators Tom Harkin and Herb Kohl and Representative Eliot Engel. In signing this document the Chocolate Manufacturers Association, Hershey's, M&M Mars, and Nestle acknowledged the problem of forced child labor in West Africa and pledged to work toward "a credible, public certification system" for cocoa beans by 2005. Some groups like Global Exchange have criticized the protocol, however, because it does not guarantee "fair trade" prices or living wages to move cocoa workers out of poverty.<sup>136</sup>

The ILO's International Programme on the Elimination of Child Labour (IPEC) is using funding from the U.S. Department of Labor and from the Cocoa Global Issues Group (a global cocoa industry group) to implement programs in the Ivory Coast aimed at awareness-raising, moving children from work to education programs, improving family incomes, and monitoring child labor.<sup>137</sup>

### Child Labor in India's Silk Industry

According to the U.S. State Department's 2002 report on Human Rights Practices in India:<sup>138</sup>

- Estimates of the number of child laborers in India vary from 11 million (according to the Indian Government) to 55 million (according to Non-Governmental Organizations).
- Bonded labor, in which a person works for little or no pay in order to work off debt owed to the employer, is widespread among children and adults.
- Although no overall minimum working age exists for children in India, laws prohibit children under 14 in hazardous industries [including the silk industry<sup>139</sup>]. Bonded labor is prohibited by the Constitution, but enforcement is inadequate.
- "The Government does not provide compulsory, free, and universal primary education, and only approximately 59% of children between the ages of 5 and 14 attend school."<sup>140</sup>

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<sup>135</sup> Sumana Chatterjee, "Why not boycott chocolate? Questions and answers," Knight Ridder Newspapers, 2000 ([web.realcities.com/content/rc/news/slavery/philly/1955543323.htm](http://web.realcities.com/content/rc/news/slavery/philly/1955543323.htm)); Anti-Slavery International, "Statement on slavery and chocolate production" ([www.antislavery.org](http://www.antislavery.org)); Child Labor Coalition, "To Boycott or Not" ([www.stopchildlabor.org/internationalchildlabor/do.htm](http://www.stopchildlabor.org/internationalchildlabor/do.htm)).

<sup>136</sup> U.S. Senate, "Ending the Worst Forms of Child Labor and Forced Labor in the Cocoa and Chocolate Industry Worldwide," January 29, 2002 ([www.congress.gov/cgi-lis/query/C?r107:/temp/~r107DTvMFb](http://www.congress.gov/cgi-lis/query/C?r107:/temp/~r107DTvMFb)); Global Exchange, "Fair Trade, not Slavery, Child Labor and Poverty" ([www.globalexchange.org/cocoa](http://www.globalexchange.org/cocoa)).

<sup>137</sup> ILO, "IPEC Action Against Child Labour: Highlights 2002" ([www.ilo.org/public/english/standards/ipecc/about/implementation/ipeccreport\\_2002.pdf](http://www.ilo.org/public/english/standards/ipecc/about/implementation/ipeccreport_2002.pdf)).

<sup>138</sup> U.S. Department of State, *Country Reports on Human Rights Practices-2002: India* (Washington: U.S. Department of State, March 31, 2003), at Section 6c and 6d ([www.state.gov/g/drl/rls/hrrpt/2002/18311.htm](http://www.state.gov/g/drl/rls/hrrpt/2002/18311.htm)) [hereinafter *Country Reports on Human Rights Practices-2002: India*].

<sup>139</sup> Human Rights Watch, *Small Change, Bonded Child Labor in India's Silk Industry* (New York: Human Rights Watch 2003. [hereinafter *Small Change, Bonded Child Labor in India's Silk Industry*].

<sup>140</sup> *Country Reports on Human Rights Practices-2002: India* refers to a constitutional amendment passed by the lower house of Parliament at the end of 2002 that was awaiting the President's endorsement. The amendment would give all children between 6 and 14 the right to free and compulsory education provided by the State.

In 2003, a report by Human Rights Watch found:<sup>141</sup>

- More than 350,000 children are working in the silk industry, producing thread and weaving.
- Children, as young as 5 years old work 12 or more hours per day, 6 1/2 to 7 days per week.
- The children are often bonded laborers. Some earn nothing, others earn as much as \$8.33 per month, from which loan payments and living expenses are often deducted by the employer.
- In order to create silk thread, cocoons are first “cooked” in open basins of boiling water. Children stand over the boiling water and must reach in to feel whether the cocoon fibers are loose enough to be unwound. After the cocoons are removed, the water is drained, and children remove dead worms that have fallen to the bottom of the basin.
- The filaments that are unwound from the cocoon are combined together into stronger fibers and wound onto spindles to be twisted into silk thread. Children stand for long hours loading spindles.
- Children also work weaving on silk handlooms, and can be exposed to disease from poorly ventilated and damp workrooms, eyestrain from poor lighting, and cuts from the fine silk thread.
- Children frequently complained of beatings and verbal abuse by their employers.

India is the world’s second largest producer of silk. Although the majority of India’s silk is sold within the country, India accounts for 8% of the global silk market. The United States is the largest foreign consumer of Indian silk, importing over \$163 million in silk commodities from India in 2001. Germany, Italy, Japan, Spain, and Eastern Europe are also significant importers of Indian silk.<sup>142</sup>

UNICEF has begun an education program for the bonded child laborers working in this industry, as well as a microcredit program to create income-generating opportunities for the parents of these children.<sup>143</sup>

Since the late 1980’s, several new laws and programs have been created in India to reduce child labor. The Government of India has established a National Child Labor Policy, which seeks to assist children from hazardous workplaces by creating transitional schooling. The Supreme Court increased penalties against employers found employing children in hazardous industries and created a fund for former child laborers. In 1997 the Court ordered India’s National Human Rights Commission (NHRC) to supervise states’ implementation of the bonded labor law. The Government also participates in the ILO’s International Program on the Elimination of Child Labor.<sup>144</sup>

However, according to Human Rights Watch, while positive actions were taken after widespread publicity of child labor in India’s carpet industry in the 1990’s, by 2003 “most government promises had not materialized.” Instead, government officials allegedly deny the continued existence of bonded child labor and have changed to a strategy of raising public awareness about child labor, rather than prosecuting employers who violate the law.”

### Child Labor in Malawi’s Tobacco Industry

According to the U.S. State Department’s 2002 report on Human Rights Practices in Malawi:<sup>145</sup>

- Significant child labor exists in agricultural work, including tobacco and tea farms, as well as in domestic service.
- On some of the large tobacco estates, tenant farmers have exclusive arrangements to buy items such as fertilizer, seed, and often food from estate owners. These costs, along with rent charges, may be higher than the low prices estate owners offer for the tobacco crop. This can lead to a situation of debt and bonded labor for tenant families.

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<sup>141</sup> Small Change, Bonded Child Labor in India’s Silk Industry.

<sup>142</sup> Small Change, Bonded Child Labor in India’s Silk Industry, Section III.

<sup>143</sup> Country Reports on Human Rights Practices-2002:Indian at Section 6d.

<sup>144</sup> Country Reports on Human Rights Practices-2002:Indian at Section 6d.

<sup>145</sup> U.S. Department of State, Country Reports on Human Rights Practices-2002: Malawi. (Washington: U.S. Department of State, March 31, 2003 at Sections 6c and 6d ([www.state.gov/g/drl/rls/hrrpt/2002/18213.htm](http://www.state.gov/g/drl/rls/hrrpt/2002/18213.htm)) [hereinafter Country Reports on Human Rights Practices-2000: Malawi].

- The law of Malawi prohibits employment of children under 14 years of age. Youth under 18 years old may not do work that is hazardous, harmful, or interferes with education. No legal restrictions exist limiting the number of hours children may work.
- The child labor laws lack enforcement due to a lack of resources.

According to a 2000 report on the Tobacco Sector in Africa:<sup>146</sup>

- Although Malawi has some of the most fertile areas in southern Africa, it is one of the poorest countries in the world. As of 1998, average life expectancy was 40 years old, 63% of citizens had no access to safe water, and nearly half of the population was below a poverty line of \$1 per day.
- Malawi is generally regarded as having one of the highest rates of child labor in the region. 78% of tobacco workers' children between the ages of 10 and 14, and many children under the age of 10, work alongside their parents on a full-time or part-time basis.
- "It is not by accident or choice that children get involved in the production of tobacco. The system is designed so that a tenant has no choice but to involve his entire family... Indeed, tenants are recruited on the basis that they have a family, which they will bring to the estate to work."
- "When a tenant is employed on the estate, he or she is employed as the head of the household and responsible for fulfilling the quota required by the estate owner. This quota cannot be grown unless the entire family of the tenant is involved in the growing of tobacco."
- Many children in agriculture are paid a piece rate, although they often receive a lower "children's wage." Others work for extra food for their households rather than wages.
- Tobacco farmers earn about 0.25% of the price the consumer pays for a cigarette.

Malawi is the sixth largest exporter of tobacco, behind Brazil, Zimbabwe, the United States, India, and China. The country exports 98% of its tobacco crop.<sup>147</sup>

Malawi is currently working in coordination with the International Labor Organization to determine the magnitude of child labor in the country, and to draft an action plan.<sup>148</sup>

The International Confederation of Free Trade Unions and the International Union of Foodworkers have signed an agreement with the International Association of Tobacco Producers to eliminate child labor on tobacco plantations. Unions in Malawi have signed a similar agreement with the Tobacco Association of Malawi at a national level.<sup>149</sup>

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<sup>146</sup> Line Eldring, Sabata Nakanyane, and Maleheko Tshoedi, *Child Labour in the Tobacco Growing Sector in Africa*, Report for the IUF/ITGA/BAT Conference on the Elimination of Child Labour, Nairobi, 2000 ([www.eclt.org/filestore/faforeport.pdf](http://www.eclt.org/filestore/faforeport.pdf)).

<sup>147</sup> *Employment Trends in the Tobacco Sector: Challenges and Prospects*, Report for discussion at the Tripartite Meeting on the Future of Employment in the Tobacco Sector, Geneva 2002 ([www.ilo.org/public/English/dialogue/sector/techmeet/tmets03/tmets-r.pdf](http://www.ilo.org/public/English/dialogue/sector/techmeet/tmets03/tmets-r.pdf)).

<sup>148</sup> *Country Reports on Human Rights Practices-2000: Malawi*.

<sup>149</sup> International Confederation of Free Trade Unions, *Report for the WTO General Council Review of Trade Policies of Malawi*, Geneva, 2002 ([www.icftu.org/displaydocument.asp?Index=991214742&Language=EN&Printout=Yes](http://www.icftu.org/displaydocument.asp?Index=991214742&Language=EN&Printout=Yes)).