DECENT WORK AND ECONOMIC GROWTH

RESOURCE FOR TEACHERS AND FACILITATORS

Active Citizenship Unit

Concern worldwide

DECENT WORK AND ECONOMIC GROWTH

EDUCATION RESOURCE

Wherever you live in the world, being able to find secure and fairly paid work is a big priority for most people. It's a crucial step away from poverty for families, and helps governments pay for public services like health and education through the taxes generated. But millions of people are either unemployed, or forced to take jobs that are insecure, with very low pay or bad working conditions.

SDG 8 is about creating decent jobs for everyone, as well as annual economic growth of at least 7% in the very poorest countries. All whilst improving fair pay, environmental protection, opportunities for women, youth and people with disabilities, and cracking down on forced and child labour. Now that would be a job well done!

This resource contains activities to tackle issues around economic growth and decent work, and information about how Concern is working with urban communities in the Global South to provide productive employment for the good of families and societies alike.

What does SDG 8 entail?

- Creation of employment opportunities to achieve economic growth
- Creation of decent, inclusive and sustainable employment in order to contribute to the success of the other 16 SDGs
- Creating quality employment is key to the evolution of safe and politically stable communities
- Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

DECENT WORK AND ECONOMIC GROWTH BY NUMBERS:

- **201 million** people are unemployed globally of which **71 million** are young women and men
- In almost all regions, the rate of youth unemployment is more than twice that of adults.
- Globally, women and youth (aged 15 to 24) are more likely to face unemployment than men and adults aged 25 and over. In all regions, except Eastern Asia and the developed regions, the unemployment rate among women is higher than that of men.
- 470 million jobs are needed globally for new entrants to the labour market between 2016 and 2030.

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SUSTAINABLE DEVELOPMENT GOALS
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CHILD LABOUR

Child labour is any work done by a child that may be harmful to their physical, emotional, intellectual and social development.

UN Convention on the Rights of the Child

CHILD LABOUR IN NUMBERS

152 million children globally are victims of child labour; almost half of them, 73 million, work in hazardous child labour.

Almost half of all 152 million children victims of child labour are aged 5-11 years.

Hazardous child labour is most prevalent among teenagers. **Nevertheless up to a fourth of all hazardous child labour (19 million) is done by children less than 12 years old.**

Among 152 million children in child labour, **88 million are boys and 64 million are girls.**

58% of all children in child labour and 62% of all children in hazardous work are boys. Boys appear to face a greater risk of child labour than girls, but this may also be a reflection of an under-reporting of girls' work, particularly in domestic child labour.

Child labour is concentrated primarily in agriculture (71%)

Source: ILO, Global Estimates of Child Labour, 2016

It is time to end child labour...

On any given day there are 152 million children, aged 5 to 17 years working as child labourers. Of these, 73 million were in hazardous work. They work in factories, in fields and sew everything from t shirts to footballs. Some children pick cotton, others are forced into dangerous mining practices and some are even forced to fight in wars. They are trapped in poverty with little hope of escape and they have been denied their rights to a childhood and full-time, quality education.

Children, as one of the most vulnerable groups in society, should be afforded our highest standards of duty and care. They need protection from exploitation and should have the opportunity to grow develop and fulfil their potential. Child labour makes this impossible for children.

By depriving 152 million children of their right to education and all the potential that it holds, we are all denied a brighter and more just world. Eliminating child labour is a moral imperative that we can no longer ignore.

Child labour is a fact of life for children in many countries and it is an issue that affects us all. It is the responsibility of everyone to contribute to the elimination of child labour – governments. trade unions, businesses, international organisations, communities, employers, teachers, parents, consumers and **you.**

Through the provision of full-time, quality education and the reduction in global demand for cheaply produced products, the elimination of child labour is achievable.

4 QUALITY EDUCATION

...children belong in school, not work.

ACTIVITY 1

CHILD LABOUR AND THE SDGs

Use this activity to explore the cycle of child labour and link to the SDGs

NEED:

- Two copies of the SDG cards per group
- Printed Cycle of Child Labour (right) per group
- Students in groups of four or five

INSTRUCTIONS:

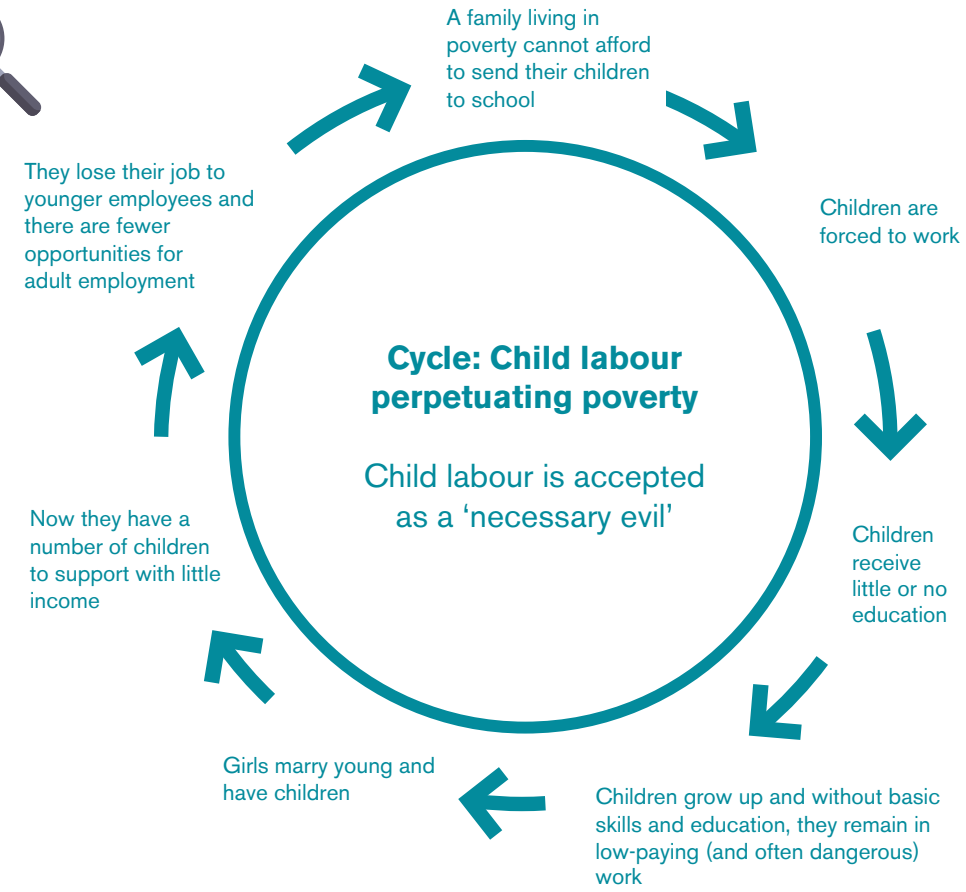
Organise the groups and introduce the issue of Child Labour. Ask them if they know what this term means and how it is affecting our world.

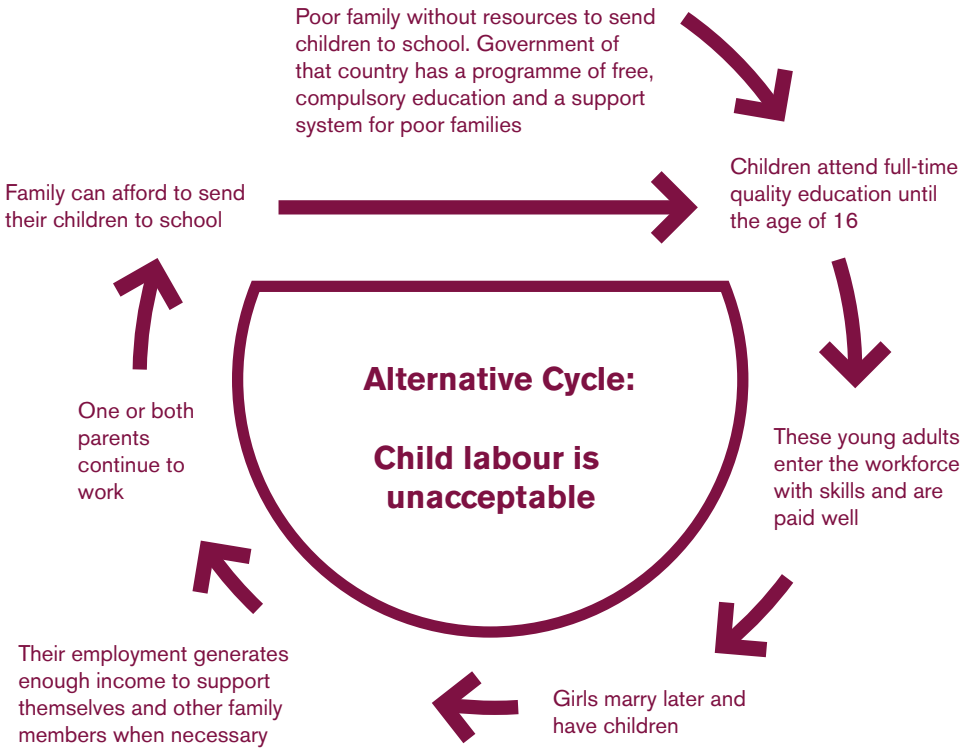
Elicit responses from each group and explain that a target of SDG 8: Decent Work and Economic Growth is eliminating Child Labour practices.

Distribute SDG cards and Cycle of child labour to each group. Ask each group to closely look at the cycle of child labour and the alternative cycle.

Ask the group two questions:

- What SDGs are being denied in the Cycle of Child Labour? (for example quality education SDG4)
- What SDGs need to be achieved in order for the alternative cycle to be a reality? (for example Gender Equality – Girls marry later and have children)
- Ask groups to present their findings on each cycle. Encourage each group to identify at least three SDGs per cycle





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Concern worldwide

Bangladesh

PAVEMENT DWELLERS: ON THE STREETS TODAY, FIGHTING FOR A BETTER TOMORROW

Concern's work with pavement dwellers, Bangladesh

When river erosion swept away Shakila's home in a remote village in central Bangladesh's Sherpur district, it took all her hope with it. With her husband and their two children, she took the 123 mile journey towards Bangladesh's capital city of Dhaka in search of shelter, hoping for recovery and a better life.

But lacking both jobs and savings, Shakila, her husband Razzak, and their two sons Shaiful, 15, and Kamal, 12, were forced to sleep in the train station, believing it to be safer than the streets and road dividers.

> **"THERE WERE MANY FAMILIES LIKE US WHO USED TO SLEEP UNDER MAKE-SHIFT SHELTERS MADE OF POLYTHENE SHEETS,"** SHAKILA EXPLAINED.

"The railway station at Tejgaon where we got off was our first, and only, address in this city for a long, long time," Shakila recalls.

Sadly, Shakila's story is a familiar one to many in Bangladesh's growing cities. In Bangladesh, migration is a survival strategy, often driven by poverty. Many rural poor move to major cities like Dhaka and Chittagong to seek jobs, but few find them. Almost a third of Dhaka's population do not have proper housing, instead living in squatter settlements or slums, or are homeless "pavement dwellers."

Frequently, the elements are not the only challenges faced by the vulnerable people living on the streets. Pavement dwellers often fall victim to verbal, physical, and sexual abuse, as well as to drugs and other crime.

"The railway station is a bad place for my teenage boys. Drug abuse was rampant, and I could see that my sons were being influenced by their friends," says Shakila.

Fellow pavement dwellers at the Tejgaon station directed her to seek assistance from Concern Worldwide's Amrao Manush program. Shakila and her family became project participants, and soon, their lives began to change.

CONCERN AND CHILD LABOUR

It has been said that Ireland's Celtic Tiger began not with the joining of the EEC (now EU) in the 1970's or with direct foreign investment into the country in the 1980's but with the passing of the compulsory secondary school act in the 1960's.

Just as education here has helped provide a qualified and highly skilled workforce, so too, Concern believes, should children in the developing world be afforded their right to education in order that they may bear the fruits of personal and economic development.

> 'EDUCATION IS NOT JUST A WAY OF ESCAPING POVERTY IT IS A WAY OF FIGHTING IT.'
>
> **JULIUS NYERE**

Education is a right, not a privilege, and should be available to everyone, regardless of gender, class, ethnicity or location.

Education has a powerful impact in addressing social and economic barriers in society and is central in building human capacity and empowering people. Education is positively linked to other economic and welfare benefits. It is a necessary precondition to tackling poverty and is essential for sustainable development.

Concern believes that the problem of child labour must be addressed through the provision of full time formal education for all children. To do this we have to focus on two key tasks:

1. Get children who are now **'out of school'** enrolled in fulltime, formal education
2. Ensure that those who are in school, stay in school and receive quality education.

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AMRAO MANUSH - we are people too

Reaching nearly 25,000 urban pavement and slum dwellers in Dhaka and Chittagong, Amrao Manush ("We Are People Too" in Bengali) project helps families like Shakila's get off of the pavement and standing on their own two feet. The program provides 12 pavement dweller centers, which offer night shelter, education, daycare for children, as well as bathing and cooking facilities.

With assistance from the program and government stipends, Shakila's sons Shaiful and Kamal began to attend school. Shakila and Razzak were able to take advantage of the life skills education, apprenticeships, and vocational and entrepreneurship skills training offered by Amrao Manush.

Participants can also access a savings plan, and with her own savings plus a small grant from the project, Shakila was able to start a business selling vegetables at the Karwan Bazar market. Almost immediately, Shakila saw her monthly income increase from BDT 1,500 ($19) to more than BDT 9,000 ($115).

Inspired by her success, Shakila's husband also used his savings to open a vegetable business, bringing in an extra BDT 8000 ($102) for the family.

"As our businesses continued to grow and we had a steady stream of income, I realized that it was time to take my family off the streets," Shakila says. "With our combined incomes, we can now afford to rent a room in a slum by the Tejgaon rail station. It has been three months since we moved into our new place, and we have never been happier."

> **"AS OUR BUSINESSES CONTINUED TO GROW AND WE HAD A STEADY STREAM OF INCOME, I REALIZED THAT IT WAS TIME TO TAKE MY FAMILY OFF THE STREETS."**

Though off the streets, for now Shakila and her family will remain project participants and receive healthcare, education support, and access to the savings scheme. At last, Shakila has become hopeful for the future.

"The Amrao Manush project helped me when I had nothing to fall back on," she says, "which is why it is so important for me to help other pavement dwellers and inspire them to never give up and keep moving forward!"

Check out this video here to find out more about Concern's Pavemnet Dwellers Project

ACTIVITY 2
GIANT FOOT STEPS ACTIVITY

ROOM:
Tables and chairs pushed back to allow space for movement.

NEED:
Copy of profile cards (page 8) for each group.
Statements to be read by the group for all identities.

STEP ONE:
Place students in groups of 10 and give each group a copy of the profile cards.

STEP TWO:
Explain to students that five members of each group are going to assume and read one of the identity cards to their group. One member of the group is going to call out the statements. The remaining four students will vote and encourage each identity to take a step if they can achieve what is asked of them or remain where they are if they cannot.

STEP THREE: Ask groups to begin the task. Make sure all students read their identity card first and then encourage the questioners to begin. The four remaining students in the group decide whether the student with the identity cards can or cannot take a step.

STEP FOUR: Ask the groups to look at who moved the furthest in their group. Elicit responses on why some people could move and others could not.

STEP FIVE: Give each group a flip chart paper and markers. Explain that a target of SDG 8 is to:

Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour. This is to be achieved by 2030

Ask students to brainstorm with their group and come up with three things that need to happen in order to ensure that this target is met.

Encourage students to look at other SDGs to give them inspiration

STATEMENTS

1. I have no worries about where my next meal is coming from. **My right to adequate food is respected.**
2. I have a great social life, going many different places and taking part in different activities. **My right to rest and leisure is respected.**
3. I look forward to having a great career some day. **My right to education is respected.**
4. I am valued for the person I am and the contribution I can make to my community. **My right not to be discriminated against is respected.**
5. I feel safe and secure in my work. **My right to work in a safe environment is respected.**
6. I don't worry about becoming sick. **My right to adequate medical care is respected.**

TOP TIP!

If you are short of space, have groups sit at desks and use counters to indicate how far the person can move or remain.

ACTIVITY 2: GIANT FOOTSTEPS
PROFILE CARDS

Brian, 17, Ireland

Brian is 17 and is in his 5th year in St Joseph's Secondary School. Brian works after school in his local supermarket three days a week after school. Brian is keeping up with his studies and is saving his wages for his leaving cert holiday next year. Brian doesn't particularly like working in the supermarket.

Chandra, 14 , Nepal

Chandra is 14 years old and comes from Nepal. Her family is very poor and she works on a tea estate. She has to walk an hour and a quarter to reach the estate. She works from 8am to 4pm. She has to pick at least 10kg tea each day, for which she receives 21cents. She has to provide her own tools and doesn't get paid when she is sick. She dreams about going to school, but she doesn't even have enough clothes or food, so school is an impossible dream.

Ama 10, Malawi

Ama comes from Malawi in Southern Africa. She looks after her younger brother and sister while her mother and father work in the fields. She cleans the house and prepares food for the family. When her parents and older brother, who is at school, come home in the evenings she helps her mother get the dinner ready and cleans up afterwards.

Osman 13, Lebannon

Osman is 13 is from Syria originally but fled the conflict with his family and now lives in Beruit, Lebanon. Osman enrolled in the local school once he moved to Beruit, but found it very difficult due to the language barrier and the fact he had missed so much school in Syria. He has now dropped out of school and works in a hairdressers. His family have very little money and his earnings go towards basic things like food and water.

Malika, 12, Pakistan

Malika lives in Pakistan with her family. Malika and her mother and sister work in a garment factory making clothes for shops in Europe and America. Sometimes the doors are locked and Malika and her family are forced to work 20-hour shifts and only get to sleep on the floor.

GET IN TOUCH!

- Contact concern to take part in a workshop: **schools@concern.net**
- Follow us on twitter **@concernactive**, and tweet us to tell us about any actions you have taken to work towards SDG8