

DECENT WORK AND ECONOMIC GROWTH

RESOURCE FOR TEACHERS AND FACILITATORS






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:



172 million people globally are unemployed (ILO 2019). Young people are three times more likely to be unemployed than adults over 25 (ILO 2020).



As well as unemployment, another challenge is underemployment. This is when people cannot find adequate work to meet their needs or skills.



At the start of the Covid-19 pandemic, an estimated 195 million jobs were estimated to be lost due to lockdowns around the world (ILO 2020).



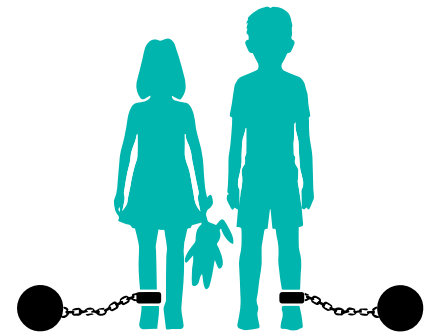
470 million jobs are needed globally for new entrants to the labour market between 2016 and 2030 (UNDP 2015).



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 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, 2017

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. 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 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.

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.

...children belong in school, not work.





ACTIVITY ONE: Child labour and the SDGs

🕒 20 minutes



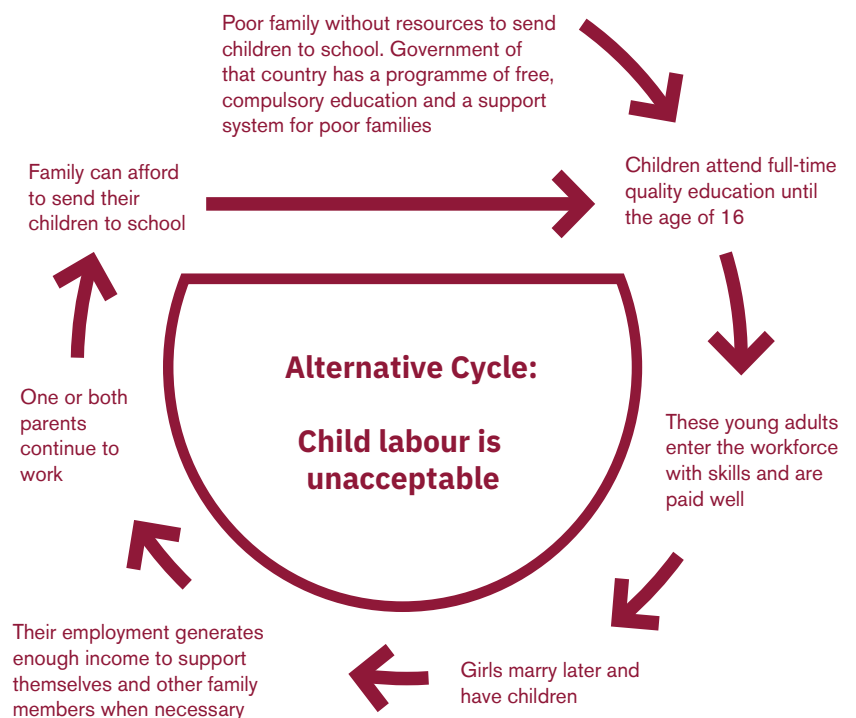
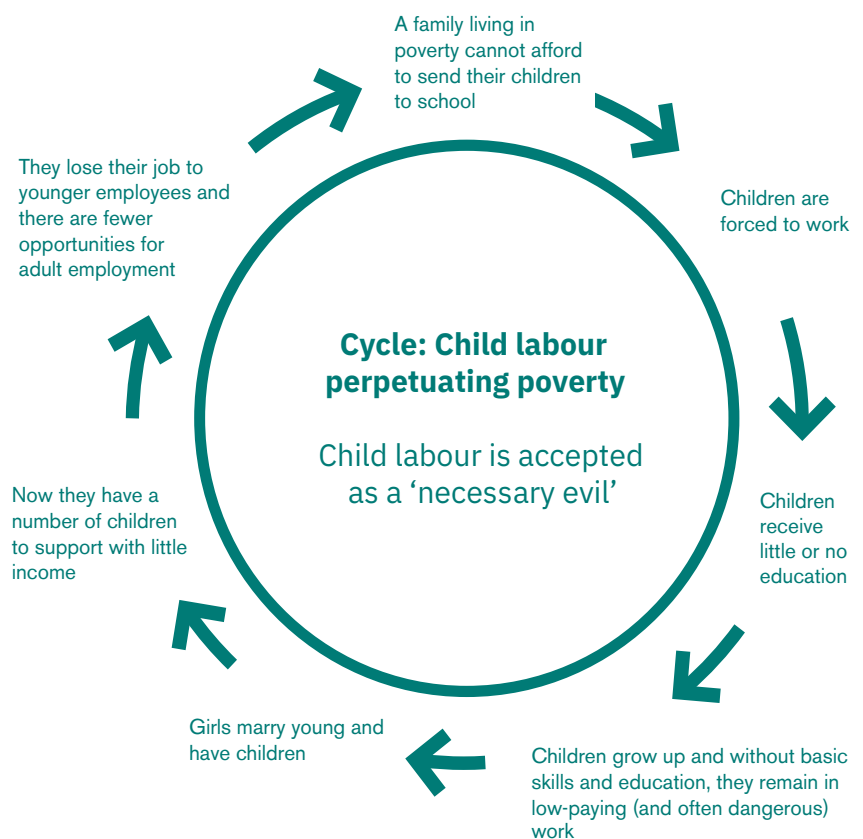
Use this activity to explore the cycle of child labour and link to the SDGs

Need:

- A set of SDG cards or poster for each group
- Printed Cycle of Child Labour (right) per group
- Students in groups of four or five

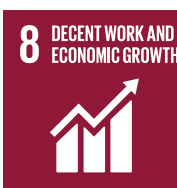
Instructions:

1. 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.
2. 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.
3. Ask the groups to discuss the two questions below using the two child labour cycles and the SDG cards/poster to help them:
 - 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)
4. Ask groups to present their findings on each cycle. Encourage each group to identify at least three SDGs per cycle



CONCERN AND SDG8

Concern believe that access to education for all children and young people around the world is vital to transforming community's. Access to education impacts on how much people earn once they enter the workforce so it is vital in combatting poverty.



WARNING: This story contains references to Sadia being approached on the street and offered money for sex.

SADIA'S STORY:

Sadia is 15 years old. She was born on the streets of Dhaka in Bangladesh. Sadia and her family are referred to in Bangladesh as 'pavement dwellers'. These individuals live in the harshest of conditions - often beneath flimsy plastic sheets or under the open sky. They are often unskilled and poorly paid, have poor access to savings and credit.

Her mother had no choice but to leave Sadia and her brother go beg to earn an income. Most often, her mother would return late in the evening with no food. Sadia was only six when she decided that she too would beg on the streets to support her family.

Poverty and hunger were not the only risk to Sadia's young life. The streets are a dangerous place for any person, but especially for women and girls. Men would often approach Sadia and offer her money for sex. If she refused, she risked being beaten, or worse, kidnapped. And she was one of the lucky ones, with her mother to protect her. Many of her young friends were not so lucky, with no-one around to look after them.

Sadia's entire life was transformed when she was able to access the services provided by the Amrao Manush ('We are people too' in Bengali) programme. The programme provides Pavement Dweller Centres (PDCs) which offer families a safe place to rest their head at night.

They also offer a range of services which offer the women and girls who stay there hope for a better future. The services provided range from the very basics, (like drinking water, food and cooking facilities, bathing and sanitation facilities) to supports like providing day care for children so that mothers may access training and start earning income to support their families. A huge priority of the centre is to rebuild the confidence of those who have been living on the streets and help them to work towards creating a better life for themselves and their family.


And young girls like Sadia are supported to go to school which is vital to Sadia and her family escaping poverty. Now she attends school and is able to live her teenage life, full of fun, ambition and dreams for the future!



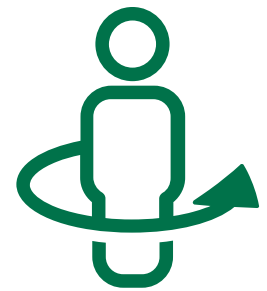
Programme participants of the Amrao Manush (we are people too) programme leaving the centre where they slept the night to walk to school in Dhaka, Bangladesh. Jennifer Nolan/Concern Worldwide/May 2019

ACTIVITY TWO

360 video

 10 minutes

This is a 360 video which means that as the video is playing you can explore the surroundings. Use this activity to bring Sadia's story (page five) to life.



Need:

- A question sheet (page seven) printed for each student
- The '**360 Insight Into Life as a Pavement Dweller**' video which can be found on Concern's YouTube channel

Note: This video is only 1.32 minutes long, so you may wish to watch it a number of times to make sure that students managed to answer all of the questions. The questions aren't in order so students will need to observe closely.

Also, as it's a 360 video, you can use the arrows in the top right corner to look around and see what Sadia is seeing.



360 insight into life as a pavement dweller in Bangladesh



FOLLOW UP DISCUSSION ACTIVITIES:

- What would you like to ask Sadia if you were to meet her? What do you think she would ask you?
- How do you think that the support that Sadia is getting is working towards reaching the Sustainable Development Goals, especially SDG8 (find these targets here <https://sustainabledevelopment.un.org/sdgs>)



Question sheet

360 Insight into life as a pavement dweller in Bangladesh



1. How old is Sadia and where was she born?

2. Sadia was a pavement dweller. This means that she was homeless and lived on the street. What challenges and worries did Sadia face in her life as a pavement dweller?

Extra question: Can you think of any other difficulties that Sadia may have also experienced that she didn't mention?

3. Sadia came to a Concern centre for pavement dwellers – how did that change her life?

4. What does Sadia enjoy doing?

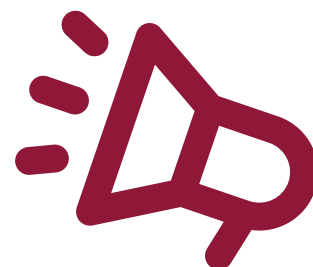
5. What is Sadia's message to other children who live on the streets?

6. Pause the video and take a look around the centre where Sadia goes to school. How is her school different to yours? What similarities are there?



A lack of access to decent and safe employment is a **BIG ISSUE** that plays a big part in:

- Keeping children out of school
- Reducing the ability of communities to tackle poverty and prepare for the future
- Making existing inequalities worse



...and as a consequence takes away peoples dreams, ambitions and rights.

By taking action on decent and safe employment, you are taking a stand against the issues above and showing solidarity with all those impacted by this crisis.

SPEAK ACT DO

Speak, Act, Do is a programme to support students and teachers in taking action on important global issues which impact our world!

Choose a topic, do your research, organise two actions (a Concern action and a local action) to address a global justice issue and then share this with other schools at our Agents of Change event!

Visit our website to find our simple guide to Speak Act Do or email schools@concern.net to find out more.

Below are a few ideas about how you can get involved!



Concern actions

- Organise an event in school to mark World Day against Child Labour (June 12th). This isn't in term time but highlighting this important day and issue is important all year round
- Research which companies globally don't treat their staff fairly or who employ child labour and campaign for them to change their ways (e.g. think about where our clothes are made and how natural resources are gathered/mined)
- Produce a piece of creative writing, cartoon or factual article about the importance of decent working conditions and aim to get it published in a local paper or share it yourself online

Local Actions

- Conduct a survey of people's attitudes and understanding of this topic to identify any stereotypes or misunderstandings to address
- Run a peer workshop in your school to get other students thinking about how important education and training is to people all over the world
- Plan a photography exhibition or create a piece of art to display in school to help people reflect on how important it is to be treated fairly by employers here in Ireland, and in other places around the world

