International Labour Organization

Scream

Stop Child Labour

Supporting Children's Rights through Education, the Arts and the Media

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User's Guide

International Labour Organization

Preface

Child labour is about the exploitation of the most vulnerable in our society - children. We know that there are more than 246 million children under the age of 18 who go to work each day around the world. Nearly three-quarters of them – almost 180 million – toil in hazardous and life-threatening conditions. Many are deprived of an education and suffer physical, sexual and emotional abuse. Some will be physically handicapped or even die before reaching adulthood as a direct consequence of their labour. Others will be emotionally scarred for life.

For many, child labour is an invisible phenomenon, invisible because children work in hidden occupations, such as in domestic work and prostitution, or invisible because society is only too willing to turn a blind eye. Making child labourers visible will help strip society of its indifference to their plight.

Through the International Programme on the Elimination of Child Labour (IPEC), the International Labour Organization (ILO) is spearheading global efforts to make child labour a thing of the past. Since the root causes of child labour are many and complex, we have to tackle the issue on several fronts, through the ratification and implementation of international conventions, practical programmes on the ground and the mobilization of key sectors of society.

Young people, in particular, have an important role to play in raising awareness of issues of social justice and exerting their influence in their communities to bring about social change. Children, adolescents and young people make up a significant proportion of the world's population, yet they are given so little say in the way in which it is run. By time they emerge into adulthood, we have so firmly shaped them to our way of thinking, seeing and doing things that the precious perspective that they can bring is lost. By empowering young people, giving them responsibility and recognizing the value of their contribution, we hope to harness the wealth of creativity and commitment they can bring to the campaign to eliminate child labour.

With this in mind, IPEC has launched a new educational and social mobilization initiative, "SCREAM Stop Child Labour", to help educators worldwide promote understanding and awareness of child labour among young people and their communities. SCREAM stands for Supporting Children's Rights through Education, the Arts and the Media but also reflects the silent suffering of working children and the need to give them a voice. Through creative and innovative teaching methods, the SCREAM programme aims to inform young people about the world in which they live and the injustices that exist, with the focus on child labour, so that they in their turn can speak out on behalf of child labourers everywhere. It places a share of the responsibility on their shoulders and supports them in developing appropriate responses.

SCREAM draws much of its inspiration from the visual, literary and performing arts. Drama is a particularly powerful tool for reaching young people. Theatre speaks a universal language transcending geographical and cultural barriers and has been used throughout history as a vehicle for social comment. The programme therefore promotes the performing arts as a means for young people to explore their feelings, give expression to them and convey their message to the wider community. For to truly understand the daily horror of working children, people must be moved at the most fundamental human level. With help and guidance, young people can gain the skills and confidence to create and perform their own piece of drama appropriate to their cultural and social setting and in their own languages and dialects.

Many of our partners already share with us the hope that SCREAM will be widely used throughout the world.

In their name and in that of the millions of children who are still exploited through labour, we recommend SCREAM to all Member States, education authorities, teachers' organizations, employers' and workers' organizations, NGOs and community organizations, educators and teachers and to any organization or individual that has the opportunity to interact with young people in any educational context. It is a programme that will grow better and stronger through use, so let's use it!
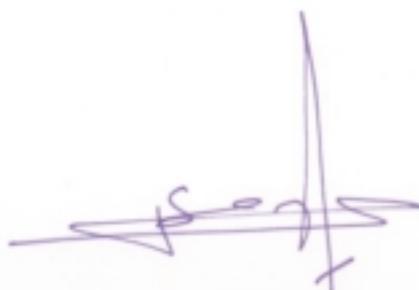
Alice Ouédraogo
Director for Policy Development
and Advocacy
IPEC

Acknowledgements

The International Programme on the Elimination of Child Labour (IPEC) was established in the early 1990s as part of the ILO's world-wide initiative to tackle the commercial exploitation of children. Significant progress has been made in efforts to abolish child labour, but despite the increased commitment from governments and their partners, it remains a problem on a global scale. The elimination of child labour is possible only if it is made an urgent priority in international cooperation activities linked to the objective of poverty reduction and mainstreamed into the programmes of the International Monetary Fund, World Bank, United Nations bodies and bilateral/multilateral donors. Within this framework, national ownership and commitment are the essential counterparts to international funding and leadership. National ownership will establish the means by which each country can shape its own Time Bound Programme (TBP) translating into concrete action its legal and ethical commitments.

IPEC is now operational in 75 countries around the world, but more needs to be done, particularly in the area of advocacy, by which we raise greater awareness of the issue of child labour within and among communities. Through the SCREAM process, young people develop a strong sense of moral outrage at the exploitation inflicted upon themselves and/or their peers in other countries. Young people need to be given meaningful roles in all forms of policy-making. This helps them to fulfil their potential to become effective advocates in the global campaign to eliminate child labour as well as agents for social change within their own communities. Their progressive integration and involvement in the campaign are the key objectives of SCREAM.

The Global Campaign to Raise Awareness and Understanding on Child Labour, funded by the government of Italy and which gave rise to SCREAM, focuses on three main areas of advocacy: building proactive relations with national and local media; youth empowerment and promoting and supporting young people's participation in the campaign; and enhancing interagency cooperation. All three areas are interrelated and mutually supportive. Standing alone, each one has an equally important role to play in moving the campaign to eliminate child labour forward. Together, they constitute a powerful and effective force for change. Their integrated action – aimed at producing tangible behavioural changes – includes the active involvement of workers' and employers' organizations, NGOs and academic/educational institutions and seeks the key to achieving sustainable results through diplomatic-political leadership. The pilot experiences in several countries have proved that SCREAM is a catalyst which has the potential to create multiple synergies among all elements.

The media and the academic community, including higher education and research institutions, have responded positively to our invitation to help IPEC in whatever way possible, and we acknowledge with great appreciation their

assistance and look forward to developing further ties with them. The SCREAM programme offers new and more interactive areas of cooperation with relevant faculties such as media and communications, social studies and anthropology, development and human rights and teacher training. IPEC will of course gain from research studies and involvement in the promotion and implementation of SCREAM, but new, interesting and rewarding fields of activity will be opened to students and educators alike.

The Global Campaign also recognizes that the media at local, national, regional and international levels play a critical role in raising awareness and understanding of child labour within society. It is important that accurate and relevant information on child labour is disseminated in the most accessible and effective manner within a country, through television, radio and the written press. A series of regional media training workshops has been implemented and this has resulted in a directory of journalists willing to stimulate public interest in the exploitative nature and harmful effects of child labour.

viii

So many individuals and organizations have given freely of their time and energy to contribute to the development of the SCREAM programme. We greatly appreciate your efforts. Because of all of you, SCREAM has been given life and wings to fly.

SCREAM is the door through which young people set off on their journey to awareness, realization and action. The people who reveal that door to them and show them how to open it are you, the educators of the world. Take that step and help us in our objective to spread the word, to strip away the cloak of invisibility that shrouds the world's child labourers and to help society to shrug off its indifference to the pain and suffering of these children. In closing, it is of these children whom I think, for at the heart of SCREAM lies their silent suffering and their plea to us all to take action.
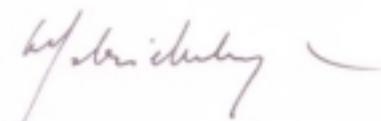
Maria Gabriella Lay
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Introduction

Child labour is a monstrous violation of human rights. It deprives children of fulfilled and happy childhoods. It denies them the chance to break the vicious cycle of poverty and despair into which they are often born. It is a source of extreme pain, anguish and suffering. It preys on those who are least able to defend themselves. It undermines our investment in human capital for the future good of our planet.

Through the International Programme on the Elimination of Child Labour (IPEC) and other organizations working towards the same goal, some progress has been made in removing children from the work place, putting them in school, returning them to their families and helping those families to find alternative sources of income. But so much more needs to be done. In order to banish child labour forever, it is crucial to change fundamental human behaviour. An important step in achieving this is to mobilize, educate and empower people, especially young people. With this in mind, IPEC has launched the "SCREAM Stop Child Labour" initiative to equip young people with the knowledge and skills to help bring about change in society.

The basis for the SCREAM initiative is a series of educational modules which are designed to actively involve young people in the global campaign to eliminate child labour. The modules are intended to be adaptable to any geographical or cultural context and to any formal or informal setting. They are aimed particularly at adolescents, who are on the threshold of adulthood, when they will have to take up their role as responsible global citizens and whose behaviour, attitudes and decisions will one day have an effect on people not just in their immediate surroundings but in every corner of the earth.

They are also at a time of their lives when they need positive and constructive outlets for the huge reserves of energy and emotional tension, even anger, that adolescence brings. In time, IPEC hopes that the SCREAM programme will be used at all levels of education, from primary through to adult education and lifelong learning.

This IPEC initiative will enable young people to express themselves through different forms of artistic media, such as drama, creative writing, music and the visual arts, and in a manner specific to their culture and traditions. As well as raising their own awareness and that of their peers, by going through this learning process, young people will gain the skills and confidence to address their message to the older generations in their societies — their parents, relations, neighbours, teachers, local communities and authorities.

Education is the lynchpin of any sustainable programme to bring about changes in behaviour and attitudes. It is also one of the most effective ways of mobilizing key sectors of society, not least young people, who are particularly receptive to new ideas and initiatives. By raising awareness among young people of issues which concern them, including their own rights and responsibilities, an educator can help to shape their responses and channel their energies to take action and to share their new-found knowledge with the wider community. In this way, young people take a more active role in society and take control of their destinies and those of their peers and are not only seen by the rest of society as a passive group requiring protection.

Throughout the history of humankind, theatre has played a powerful and influential role in portraying society and its evolution. Whether looking at ourselves in the context of the past, present or future, theatre in all its forms acts as a popular medium to educate, inform and entertain an audience. Theatre helps us to help ourselves and to help others. It provides a mirror for us to look into and see things we would not normally see, and sometimes rather not see. It is an excellent learning method for children and young people, combining fun and

entertainment with a means of developing confidence, memory, self-discipline and self-esteem.

We hope that these educational modules will help teach young people about the environment in which they live and how their lives are affected by economic and social development, not only in their own national context, but also at the regional and global levels. They need to understand that they are citizens of the world and, as such, they must be more informed about that world, their rights and the injustices that exist. They need to learn the true meaning of the words responsibility, respect and commitment. They need to find their own role to play in the global campaign to eliminate child labour.

The concept of SCREAM

The modules in this programme are based on the use of the arts — visual, literary and performing — and on campaigning and networking methods. They aim to promote a process of community integration and education and to empower young people to assume their role as agents of social mobilization and change.

It is an ambitious programme, but if we are not ambitious in our activities and strategies, how can we hope to begin to stem the rising tide of children working across the world, let alone reduce the numbers? Often, these children work in appalling and hazardous conditions. In 2002, the ILO published a new global report entitled *A future without child labour*. New research included in this report estimates the number of child labourers below the age of 18 in the world to be 245.5 million. Of these, around 179 million children work in the worst forms of child labour. To have an impact on these terrible statistics, we have to be big in our plans and, more than that, we have to involve everyone, particularly young people. Unfortunately, to date young people have been overlooked as a potentially powerful resource in international initiatives to eliminate child labour. Now we must focus more of our efforts on them.

Eliminating child labour is not just about taking action in those countries where it is prevalent. Indeed, it is just as important to fight the battle in those countries where it is presumed not to exist — although, there are children working to some extent in most countries around the world. People, young and old, must become more aware of what is happening in their world. If we close our eyes to unpleasant realities, we are shirking our responsibility and knowingly condemning a massive number of children to a future of poverty, misery and hard labour. Worse still, if we do not actively open the eyes of our own children so that they can understand what is happening out there in the world, we are condemning them to a lifetime of ignorance and indifference. This is not fair and it is not right.

Of course, the lion's share of effort and resources must be directed towards activities and strategies in those countries where child labour thrives, particularly when children are working in the worst forms of labour. Governments, employers and community organizations of all descriptions need assistance and support to ensure that they can successfully take children out of the work place, return them to their families and offer them an education and their families a sustainable future. Indeed, it is widely recognized that there is a growing need to direct more development assistance towards supporting locally owned strategies. This will take time and a massive international effort and this is the major part of the work of the ILO, in particular IPEC.

However, another important area of IPEC's work is education and advocacy. Education, particularly Universal Primary Education, must be given high priority both in national poverty reduction strategies and in development programmes. This education programme you are considering now is a part of that work. If our work is to be sustainable in the long-term evolution of global society, we have to fully integrate our young people in that work. This is not a complicated concept. It simply means making education and awareness-raising an important component of our overall strategy.

A key characteristic of the new IPEC initiative is that it is all-inclusive and involves as many actors in the wider community as possible. The basic model for this process is the tripartite structure and activities of the ILO. Tripartism refers to the special relationship of the social partners in the ILO where workers, employers and governments contribute to the setting of work-place standards and the protection of workers' rights world-wide. The IPEC model promotes the integration of key stakeholders in all aspects of the educational activities, including in particular the government and local authorities, the trade union movement, employers' organizations, NGOs, educators, parents and families. Working children in particular stand to gain more than any other group from this initiative and their integration is critical to the success of SCREAM.

Peer-to-peer education, that is, young people teaching other young people, is another of the objectives of these modules. It is the most effective way that we can hope to reach young people and convince them that child labour is destructive and inhumane and needs to be stopped. For example, during the test phase in Ireland, young people involved in the SCREAM programme conducted one of the modules (Collage) with pupils in local primary schools. Through this education method, we can explain the issues that contribute to child labour, how it is important that all of society assumes responsibility for its elimination and the need to ensure respect for all children's rights. More than that, peer-to-peer education can enlist the active support of hundreds of thousands of campaigners who will guarantee the sustainable life of the battle against child labour for the next and subsequent generations.

The SCREAM education pack

The first edition of the SCREAM education pack includes 14 modules, this User's Guide and a CD-ROM of IPEC's photo catalogue which contains hundreds of images of children in various forms of economic exploitation. These images can be used in some of the activities in the SCREAM programme, for example, the Image module. Printed copies of some of the more powerful images have been included in the education pack.

Please note that the special CD-ROM of IPEC's photo catalogue is intended for the **_sole_** use of educators implementing the modules contained in the SCREAM education pack. The ILO does not authorize the use of this media for any other purposes than specific SCREAM activities for reasons of author's rights and copyright. Should you wish to use the images for purposes other than specific SCREAM activities, please contact the ILO photo library to obtain a copy of the terms and conditions for reproduction. The address can be found under the contacts section in the catalogue.

In addition to the above, a pedagogical video developed on the basis of two key test phases of the programme in Ireland and Nepal will be available from IPEC.

The initial list of modules comprises:

- **Basic Information** – Find out the basics about child labour. Introduces the vast and complex subject of child labour in an accessible manner to young people. Provides statistics and basic facts and figures.

- **Collage** – Produce two collages, one on a classic marketing theme and one on child labour. Stimulates visual and artistic expression and reveals how little print media coverage is given to such a big problem as child labour.
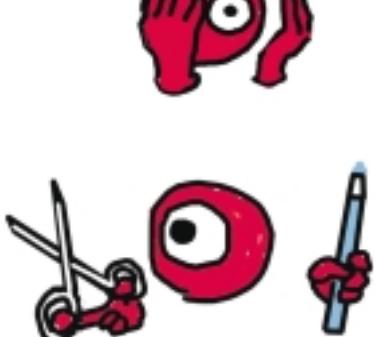
● **Research and Information** – Discover more information on child labour, including the relevant international conventions, and explore the subject in more depth.

● **Interview and Survey** – Conduct a survey and/or interview about child labour among concerned individuals. Supports the community integration aspect and stimulates wider interest. Introduces interviewing techniques and encourages research into what others are doing about child labour in different areas of society and the economy.

● **The Image** – Build profiles of child labourers on the basis of one or several images. Personalizes the issue of child labour and heightens the emotional awareness of what child labour is. Instils a sense of responsibility for the child(ren) in the image(s). Introduces the question of how change is brought about in society.

● **Role-play** – Act out the roles of child labourers and the people who interact with them (parents, employers, officials). Introduces young people to the use of drama in education. Uses drama exercises to begin to break down barriers of self-consciousness and helps young people feel what it is like to be a child labourer.

● **Art Competition** – Take part in and/or organize an art competition on a child labour theme. Stimulates artistic expression and enhances community integration and awareness.

● **Creative Writing** – Create a story on a simple theme and then flesh it out. Use the same technique to write a story about child labour. Stimulates literary expression and provides a means to express innermost feelings on child labour. Develops literary and communication skills. Supports the work of other modules, such as drama, in which a script needs to be developed.
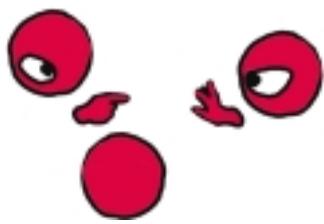
- **Debate** – Research, prepare and conduct a public debate on an issue related to child labour. Draws on experiences gained from other modules, particularly research and information, creative writing and role-play. Develops public-speaking, debating and communication skills. Provides an opportunity to promote community awareness.

- **Media** (two modules) – Get to grips with the world of the media. Develop contacts with the media to bring public attention to the issue of child labour. Learn to write a press release and make sure it's published. Prepare for and do a radio and/or television interview. Enhances the potential for community integration and awareness.

- **Drama** – Develop and perform a theatre piece on child labour. Stimulates dramatic expression and provides an outlet through which young people can express themselves in an articulate and meaningful way. Builds a strong platform for community integration and awareness.

- **World of Work** – Learn about how the world of work operates. Emphasizes and promotes the impact of tripartism in social development. Discusses the roles of different sectors of the community and how they interact for the benefit of society.

- **Community Integration** – Focuses on the key objective of stimulating interest and involvement of external communities in the child labour project. Reinforces the role of young people as agents of social mobilization and change.

More modules will be added as time goes on. For example, music and sport are two key tools to stimulate the interest and creativity of young people and modules focusing on these activities are under development. Music, like theatre, transcends all boundaries while reinforcing cultural identity and has already played an important role in the early stages of the implementation of SCREAM. Music and song can be integrated into various aspects of the SCREAM process, particularly the Drama and Community Integration modules.

In addition to the creation of new modules, the existing modules will be further developed on the basis of experience. New and revised modules will be made available on the IPEC Web site or can be obtained by contacting IPEC at the address given at the end of the User's Guide. We recommend that you visit the IPEC Web site on a regular basis to follow updates on the SCREAM programme and other issues relevant to IPEC's work.

The modules were tested as they were developed. This helped considerably in refining the process and activities so that they were as practical and usable as possible. Not only were we able to prove that the modules, properly implemented, can be a very successful pedagogical tool, but we were also able to identify new ideas for other modules. In addition, the testing phases were the basis for the production of the video designed to support educators and their groups wishing to use the modules. The video provides an overview of the whole pedagogical process and gives ideas on how to implement the modules, what to expect in the way of results and the different ways that other members of the community can be involved.

The modules were written with a minimalist approach because resources are often scarce in education. However, in some national and local settings, certain modules will be difficult, if not impossible, to use. In order to offset such difficulties, the modules are extremely flexible. If you do not have the means to do a particular module, skip it altogether, but keep in mind that you can also adapt the material to suit your situation. It really is up to each educator and the group they are working with, how each individual project is developed and implemented. The "implementation map" described later provides suggestions of how to tackle the modules in terms of time, order and possible combinations, taking into account different situations.

The SCREAM package offers a comprehensive education programme which can be as short or as long as you like or have the time for. You can implement it with a specific objective in mind, for example, the creation and production of a drama piece. It can be conducted within a formal human rights education context. You could

implement one single module, if you wish, or two, or three, or several or all of them. They are as flexible as that. However, to obtain optimum impact and effective use, we would advise following a particular course of implementation, moving from background information to artistic expression to campaigning and networking.

A significant component of sustainability is the implementation of the full programme of modules, moving from creating awareness to building emotional stress at what is happening, creating a desire for change to come about, and moving from there to action. We recommend that you read and become familiar with all the modules before starting the programme and plan your time, methods and implementation order carefully according to your needs.

Taken as a comprehensive programme, this series of modules will provide the building blocks to develop and carry out an effective awareness-raising campaign in most communities around the world. We hope that, over time and through considerable use, the number and scope of the modules will grow and the quality will be refined, enhanced and updated, especially with the help of feedback from you.

How the modules work

Each module begins with a nutshell summary setting out the **aim**, expected **gain** and suggested **time frame**. The time frame is just an overall indication and can be very flexible; usually what is suggested reflects the minimum required to implement a particular module or activity adequately. A "teaching session" is based on a standard 40 minutes that many schools around the world use to break up their timetables. A "double teaching session" is basically 80 minutes or two consecutive teaching sessions. Sometimes it is difficult to cover the necessary ground in just 40 minutes and it is not desirable to stop the group half way through an activity. This is when we suggest you try and make sure you have the two consecutive sessions available. If you are not in a formal education setting, it may be easier to adapt the time frame according to needs.

If time becomes a factor, for example, if you have one teaching period or a limited time with your youth group, then do not cut anyone off but simply run the session to the end of the time available and return to the session next time you are with the group. Cutting off a presentation that young people have painstakingly prepared could destabilize the group dynamic you have been trying to establish. It could undermine confidence and motivation, which is the exact opposite of what you are trying to do. The beauty of these modules is that they are not bound by a time frame or a set syllabus, so don't panic if you don't finish a module in the time you had hoped. If you are strapped for time, give the groups a general guideline on the length for each presentation beforehand.

The **preparation** section gives guidance on what to do in advance of implementing any of the activities, including researching background information, obtaining materials and making initial contacts. Wherever possible, involve the young people in the group in any such preparations, so that they are not just served everything on a plate, but will have taken an active part themselves. This will considerably reinforce their commitment and sense of ownership of the project.

In each module a list of required materials is provided under **what you'll need**, although not everything on these lists is essential. The only really essential resource you will ever require is the young people themselves. Anything else can be substituted or done without altogether.

Where relevant in each module, there is a section on enlisting **external support**. You cannot be expected to have experience or expertise in all the methods used in the modules, so if you can have the assistance of people who have that experience or expertise, for example, in drama or creative writing, it is well worthwhile taking advantage of such opportunities. In addition, seeking such support will achieve one of the aims of these modules, which is to involve other members of the community, promote community awareness and thereby multiply the impact. However, as with the list of materials, finding extra help is not vital to the implementation of any of the modules. Simply following the instructions and guidelines in the modules should be sufficient to achieve good results.

The description of the **specific activities**, **methodology** and **group organization** forms the bulk of the modules. Users are assisted in the practical implications of implementing a particular module and how to organize the group. Once this is decided, you can move on to the activities themselves. These are described in as much detail as possible, with anecdotal and practical advice throughout. There are **notes for the user** throughout highlighting any points of special importance.

Lastly, under **evaluation and follow-up**, the modules look at what outcomes can be expected from the activities and how these should be analysed and discussed by the educator and the group in a debriefing session. It then suggests how the educator might follow up on the module, looking at other modules and related activities.

Module design

Title of module – A concise summary of the module, aim, gain and approximate time frame, including approximate number of teaching sessions required.

Motivation – Describes the purpose of the module, how it fits into the overall process and what the benefits are for young people and the project as a whole

Preparation – Helps the educator to prepare in advance for the "classroom" sessions. Sub-headings include "External support", "Initial contacts", and so on. These will vary with each module. This section also includes a bulleted list of required materials under "What you'll need".

Getting started – The introductory teaching session giving background information, presenting guest speakers, and so on. Sub-headings include advice on group organization and setting the scene for the group.

Activities – Each activity is described in detail, using a step-by-step approach.

Do's and don'ts – This list will help you make the best of the modules and avoid some of the pitfalls.

Final discussion – A general debriefing and feedback session for the educator to sum up the activity and allow the group to express themselves on what they have done and how they feel about it.

Evaluation and follow-up – Looks at what indicators will help you assess the group's progress, successes and failures and lessons learned, what can be done in the way of follow-up and what module(s) to tackle next.

Platform for success

Before you can decide on your course of action, you will need to think very carefully about your own reasons for even having read this far. You need to think about why you would implement any of these modules or take on a more comprehensive programme. Why are you consulting this publication? What pushed you to think about possibly using these modules? What is the context in which you are working? What is your motivation, your commitment to the elimination of child labour? What is your involvement with and commitment to the group of young people you will be working with?

If there are two very important characteristics that permeate these modules and create a platform upon which to build success, they are commitment and respect. Your own commitment to the successful implementation of the modules, to the global campaign to eliminate child labour, to the promotion and respect of children's rights and to the group of young people with whom you work is the single most important factor in recreating that level of commitment and motivation within the group.

Mutual respect is also fundamental to success. In an evaluation process from one of the test phases, a recurring comment from a group in a formal education setting was that they appreciated the fact that their opinions were sought and valued. They felt that what they had to say was important, that their interventions and comments were listened to and that they were not put down in any way. These modules are based very strongly on the premise that young people have an important role to play in the campaign to eliminate child labour. More than that, they promote children's rights and the role of young people as catalysts for change in society. Therefore, if we truly believe – and in IPEC we do – that young people are pivotal to the campaign, we must accord them the respect they deserve in assuming their responsibilities.

These modules offer much more to young people than just the transmission of information and knowledge. They are also about their personal and social development. Young people in some countries may lack self-confidence and self-esteem, particularly during adolescence. Part of the education process should be to boost these two crucial aspects of their lives. The young people will be the ones who lead the process through their research, their campaigning, their drama presentations, their creative writing, their artistic creations and through the message they convey to the wider community. They become the educators in turn, educating their peers and others in their communities. They are the agents for social change.

Knowing your group

The target group is the most important component of this education programme. Think very carefully about the young people involved in this education process with you. Of course, the groups are going to be considerably different depending upon geographic location and the nature of the environment in which you are working, for example, some of the young people in the group may be working children. Consider the questions below and maybe there are others you should ask yourself, for you will be the initial driving force. The questions attempt to be all-inclusive which is very difficult, so you may find that some are not relevant to your situation. Do not be concerned by this, but simply apply those questions which are relevant and develop some of your own if appropriate. Know your target group inside out, communicate with them, understand them, win their respect and confidence and the modules will flow more easily.

● Who are they? What are their names?
● How many are girls and how many are boys?
● How old are they?
● How well do you know them? Do you know them at all?
● What are their backgrounds? What nature of environment do they live in, for example, their socio-economic background?

- What has been their level of schooling, if any? Are they still at school? Are they illiterate or well educated, or in between?
- How would you describe their state of mind and body? Are they communicative, withdrawn, suspicious, fearful, content, sad, abused, fulfilled, abusive, uncooperative?
- To your knowledge, have any of the group been subject to sexual exploitation or sexual abuse? If so, do these young people have special needs or requirements? Are they undergoing psychiatric, psychological or physical treatment? Have you spoken to parents, guardians, friends, medical staff? Will any of the modules or the project itself further traumatise them? How will you deal with these issues?
- Are any (or all) of them disabled in any way, either mentally or physically? How will you accommodate these disabilities? Do they have special needs or requirements? Will you be able to fulfil these?
- How would you describe their level of interest in social issues? Would they have any interest at all or would you expect them to be either disinterested or apathetic?
- Are they all the same nationality, ethnic or cultural background? Do they all have the same mother tongue? Are there likely to be language challenges of any sort?
- How would you assess their group relations? Is there any tension between some individuals? Are any of them in a personal relationship within the group? Do you see any areas where relations could be problematic or require special attention?
- Would any of them have some work experience, or even have been described as "child labourers" themselves? Would any of them have ever seen child labour? Are any of them still working, either full or part time?

At various times, these modules deal with the issues of sexual abuse and sexual exploitation of children. Your group will learn that child labourers are especially vulnerable to this kind of abuse and that the commercial sexual exploitation of children is one of the worst and most harmful forms of child labour. You will find that this aspect of child labour touches young people very deeply and they will be shocked and angry. These are good and healthy

responses and the subject should not be brushed aside or glossed over because it might provoke strong reactions. It may even prompt sniggering or laughter, but you should know that this is a classic defence mechanism for young people when confronted by difficult or awkward issues. The subject does need to be handled sensitively, especially in certain cultural contexts where open discussion about sexual issues is not encouraged or in cases where you know or suspect that one or some of the young people in your group may themselves have been victims of sexual abuse.

Some of the exercises in the modules, such as drama and creative writing, can be effective in helping young people to deal with past or present trauma. In any case, it helps for them to know that what they may have suffered is fundamentally wrong and that they do not have to put up with it nor tolerate that it is done to others, namely child labourers. International conventions and national legislation prohibit it, but society can still turn a blind eye. Sexual abuse takes place secretly, behind closed doors, even in the privacy of the family home. Attitudes and behaviour need to change to break the cycle of abuse and exploitation. Young people need to know that they have rights which are protected under legislation.

Watch out for any adverse reactions when discussing sexual abuse. If any of the group appears visibly upset or detached and withdrawn, you may want to seek the advice of a professional. It is important to maintain an open line of communications with support services. Your first concern must be for the well-being of the individuals in your group.

As much effort and motivation will be required in analysing the state of mind of the target group and cultivating their confidence and respect as in conducting the activities themselves. Young people have considerable potential to give a massive dose of vitamins to the campaign to eliminate child labour, but they are also their own worst enemies. It is a very difficult time of life. They are full of conflicting emotions and are sometimes unable to deal with them. Peer pressure is extremely powerful and

must not be underestimated – but you can use it to your advantage as well.

These modules have been built on a platform of win-win scenarios. Your motivation, commitment, ambition and determination will be passed on to your target audience. As you work with these modules, you should energize your group. Rouse their emotions and don't let them sit back and let the opportunity pass them by. Move among them. Involve them. Use body language to convey your conviction. Channel their youthful energy towards the aims and objectives of these modules and foster in them a sense of ownership. Make them understand and feel that this is their thing and they are responsible for it. Once they feel that the project is theirs to pick up and run with, you have the battle won.

Group dynamics and management

Group dynamics and management are critical aspects to the success of the modules. This is an area into which you will have to put a considerable amount of effort and concentration before and during the exercises. If the group, or groups, do not work well together and are not cohesive and relaxed, the job will become much more difficult.

Think carefully about group dynamics. Try and find out as much as you can about the individuals in the group, their relationships, gender mixes, and so on. The objective is to achieve maximum participation, so if you are putting together young people who have a difficulty between them, it will undermine the effectiveness of any exercise. If you, yourself, are unaware of what tensions might exist, ask someone within the group whom you know and whose judgement you respect and trust.
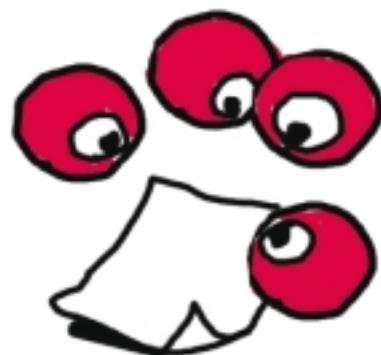
Some of the exercises will require breaking the group up into smaller groups. In these cases, if you are working with a mixed group, it is preferable not to split the groups up by gender. If boys or girls are left in groups of their own, the

results might not be so effective, especially when it comes to the role-play, drama and creative writing. So, mix the genders and in this way you will stimulate group work. You should be conscious of the need to establish gender balance in all programme activities and to ensure that young people understand the concept of equality and respect between men and women, boys and girls.

Adolescence is a period of transition in the lives of young people in terms of their relations with the opposite sex. From early childhood, young people receive subliminal messages about the roles and "position" of boys and girls and men and women in society which affect and shape their attitudes and behaviour. Culture, tradition and prevailing attitudes and behaviour have a profound effect on social structures and development.

It is important to encourage the girls and boys in your group to talk about the similarities and differences in their access to education and work. These discussions will force young people to look into a "mirror" and find out more about their own attitudes and behaviour, which is the first stage of any form of social mobilization. Before young people can assume their role as agents of social change, they need to know what it is they want to change and how they feel about issues that challenge our societies. This is done in a most subtle way by building their confidence and trust within the group and creating a non-threatening environment which does not seek to judge them but to support them in their journey to awareness and understanding.

Building blocks

Although we emphasize your freedom to use and mix and match these modules however you wish and for this reason have deliberately not numbered the modules, there are some guidelines you can follow regarding the order in which the modules can be most effectively implemented. Without attempting to be prescriptive, we have given some suggestions below as to different possible permutations.

Please note that they are only suggestions and are based upon the test phase experience. We are very conscious that what might work well in one particular environment, situation or country, might not work as well, if at all, in another. Nonetheless, the suggestions below might help you understand that there is a process to undergo before even reaching the teaching stage of the modules.

Consider carefully what your ultimate objectives are in using these modules. What is it that you and your group hope to achieve? These objectives will play a significant role in determining the order in which the modules are implemented. Nevertheless, no matter what the objective, there is a certain logic and restriction in the progressive use of the modules. The Basic Information module is critical as an early step no matter what order the modules are taken. Young people have to understand the issues and facts and figures surrounding the problem of child labour before going any further.

Similarly, it would be inadvisable to move straight to the Drama module if you had not first implemented the Image and Role-play modules. Before going to either of the Media modules, the group should really undertake the Creative Writing and Research and Information modules. The Debate module, for example, should definitely be preceded by the Research and Information module. The modules should be seen as building blocks and some require a number of blocks already being in place before they can be successfully tackled.

It may not be a good idea to start immediately with a "heavy" module, such as Research and Information, because you do not want to turn the group off at the outset. Try out a fun module, such as the Collage, which will get your group thinking about child labour and what it means without having to wade through large tracts of written information.

The examples below may help you get a better idea of which modules to implement in aiming for different objectives and in the context of different cultural and traditional environments, available resources and time

constraints. We emphasize that this list can only be considered as a guide. As our experience grows with the wider implementation of these modules in different countries and contexts, we will be able to expand on this section of the User's Guide.

We have given examples of possible variations on the implementation order according to a particular focus. For example, the focus might be the particular objective of the group or what you can do within certain time constraints or what can be done with limited resources.

According to objective
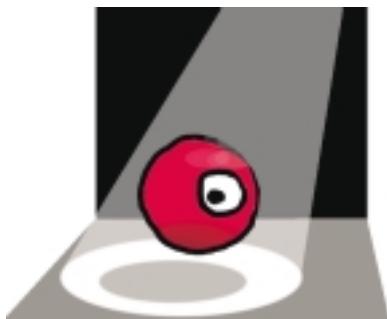
To produce a drama piece

Basic Information: to get a basic idea of child labour as a first introduction to the issue.

Collage: to support the visual comprehension of child labour and its lack of visibility in the media and to start the group thinking about the issue and what it means.

Research and Information: to support the initial awareness exercise.

The Image: to enhance the emotional understanding of child labour. Young people build their own profiles of child labourers and assume a sense of responsibility for them.

Role-play: to "get into the skin" of a child labourer. Armed with a deep understanding of the problem of child labour, young people move into the area of drama.

Creative Writing: to give an outlet to the creative and imaginative energies that have been stirred up. First, young people will express themselves in poetry and stories. From there, they can move into drama script development.

Drama: to write and act a piece of drama on the theme of child labour. Having put in place the necessary foundations, the group is ready to develop and perform its own drama piece.

Community Integration: to provide an opportunity for the young people to follow up on activities and to take their message out to the community. This will involve the group in a very empowering experience as they take on the role of educators themselves.

To carry out a media campaign

Basic Information: to get a basic idea of child labour as a first introduction to the issue.

Collage: to support the visual comprehension of child labour and its lack of visibility in the media and to start the group thinking about the issue and what it means.

Research and Information: to support the initial awareness exercise.

Interview and Survey: to support the process through which young people learn how to interview third parties and how to conduct and analyse surveys. This will further enhance the awareness exercise.

Creative Writing: to support writing skills and experience which will be crucial in media communications.

Debate (optional): to further enhance research and information and creative writing. It is also an exercise to which the media can be invited and which will assist young people in learning how to debate a subject – most useful with the media.

Media (Press and Radio and Television): to develop a media campaign, on the basis of information gathered and skills learned in previous modules.

To use the visual arts

Basic Information: to get a basic idea of child labour as a first introduction to the issue.

Collage: to support the visual comprehension of child labour and its lack of visibility in the media, to start the

group thinking about the issue and what it means and to begin to develop artistic presentation of child labour issues.

Research and Information: to support the initial awareness exercise.

Art Competition: to encourage development of other artistic forms to describe and portray child labour issues, for example, painting and sculpture, and also to broaden the awareness exercise by introducing the element of a competition within the community.

According to time frame

The issue of how long it will take to implement the SCREAM modules will depend very much on your objectives and your contact time with the group. For example, if the programme is being implemented within a school, it may only be possible for you to spend one or two teaching periods a week with the group. If it is being implemented in a non-formal situation, you might have more time available to spend on the modules with the group. You might decide to work within a specific time period, for example, a semester, three months, 4 weeks, an entire school year, and so on.

As mentioned earlier, we recommend that you give the issue of time careful consideration before embarking on the modules. You should know at the outset what your time frame is to implement the pedagogical process and for achieving the group objective, whatever that might be. You will note that the modules include references to the length of time for implementation. These are just general guidelines and in most cases you can make the exercise as long or as short as necessary.

According to resources

When creating these modules, IPEC was conscious of the significant disparities that exist between different countries in terms of available resources and access to education. The programme can be implemented by those operating in both formal and non-formal education situations. In addition, some modules can be implemented with a minimum of materials. We would hope that educators in most situations in the world would be able to

implement at least some of the modules to a greater or lesser extent. As time goes on and the SCREAM programme is used more widely and frequently, we hope that more ideas for new modules will be sent in to us, particularly in situations where resources are limited. We hope to develop and adapt SCREAM on the basis of constant and consistent review, revision, implementation and feedback.

Modules requiring minimum resources

- Basic Information
- Creative Writing
- Debate
- The Image
- Role-play
- Drama
- Community Integration

Note: the Collage module can be implemented with relatively few materials, but it may well be that these are too difficult to obtain in some situations.

What matters most in using these modules is that you do so as you see fit and think best. You are the person who knows what you would like to do and what your overall implementation plan is. A significant component of sustainability is the implementation of the full programme of modules, moving from creating awareness to building emotional stress at what is happening and moving from there to action. Therefore, the order in which you use the modules you have selected should tie in with this process.

Individual and group expression

It is very important that the young people in your group are allowed to express themselves in any and every way possible during the SCREAM programme. Most of their emotions will be expressed through the module activities themselves, for example, through creative writing, art and

drama. However, it is also important that we learn about the impact of this programme on young people individually and as a group.

There are several ways that this can be done and we would encourage each educator to find the most appropriate way given local traditions, culture and specific constraints.

Personal diary

At the outset of the programme, you could ask each member of the group to maintain a personal project diary. Rather than attempt to impose this request upon young people, raise the matter of keeping a personal record during some pre-programme discussions with the group. Talk about how important it is to try and assess the impact of the programme on young people, how this information will be shared with others, such as IPEC, in the ongoing development of the programme and the need for each group to assess how young people, educators and the wider community have benefited from the programme.

In their project diaries, the group members can write down their impressions of the process, the issues and their emotions. They can indicate what they liked and didn't like, what they felt could have been done differently and what they felt was missing. They could keep track of all activities, how they felt about these and whether they felt as though they were contributing to something important in a meaningful way.

Maintaining a personal diary during the programme will also help young people in completing an evaluation at the end of the experience, especially if it has been extended over a period of time. For example, it may be difficult for individuals to recall what happened in the early stages of a project that lasts over the period of a school year. In these instances, a diary is almost essential. Nobody should be forced to maintain a diary, however. Discuss it and make it become their idea and they will accept it more easily.

Group diary

The idea of a group diary can be used either to complement personal diaries or to act as a substitute in cases where too few members of the group would maintain

a personal diary. This idea might be particularly useful in situations where literacy is an issue.

A group diary would be best maintained as a group exercise at the end of each programme activity, or even each day. If it is done as a group exercise, it is likely that more individuals will take part. If it is done at the end of an activity, it can be part of the final discussion of each module. Treat it as a brainstorming exercise in which the group is asked to give their impressions and opinions on the module, its activities and exercises. Establish a rota whereby each member of the group takes it in turns to act as the rapporteur for the brainstorming sessions – or perhaps someone will volunteer to write up the results of the brainstorming sessions. If all else fails, you might agree to be the rapporteur yourself.

Keep in mind, however, that your physical presence during these brainstorming sessions might inhibit their expression. If you feel that this is the case, suggest to the group that they be left alone for 5 to 15 minutes to conduct the brainstorming session themselves. This act of trust will deepen the bond within the group. Encourage them to be open and honest during the session and for the rapporteur to write down everything that is said, positive and negative. However, explain the concept of "constructive criticism" to them, so that if there were aspects of a module that they did not enjoy, not only should they express their discontent but they should also explain why and propose alternatives. Their thoughts and suggestions would be most welcome to IPEC, so please share these diaries with us.

Another more creative manner of maintaining a record of group feelings about the project is to establish a "Graffiti Wall". This method often elicits a very positive response from young people as graffiti is spontaneous and unrestricted, which is in keeping with the creative expression favoured by the modules.

The idea is to put up a long piece of paper on a wall in the room where your group meets or their classroom (if necessary, you might have to put up the paper and take it down after each session as otherwise it might get spoiled).

Graffiti Wall

The paper should take up as much of a wall as possible and be relatively wide. Experience shows that tougher card is more durable than standard paper and it needs to be able to stand the test of time and the exertions of young people. If possible, try and obtain a roll of brightly coloured card and fix it firmly to the wall.

Put up the paper the very first time you implement a module with the group. Explain what it is called and what the group should use it for. Ask the more artistic members of the group to design the title "Graffiti Wall" and draw it prominently near the centre/top. The group should use the wall as a means of expressing anything they might feel during the project, at any time. You should allow them to write on it, draw on it and stick images and texts on it. You must transfer ownership of and responsibility for the wall to the group. In other words, they should also look after it and make sure that individuals inside and outside the group do not abuse or deface it. They should be allowed to express themselves at any moment during a session. If something comes to them during an exercise, for example, looking at images of child labour, and they want to express that feeling then and there, allow them to go to the wall and write it down. You should always make sure that there are pens and pencils near the wall so that they can write or draw whatever comes into their minds at any time.
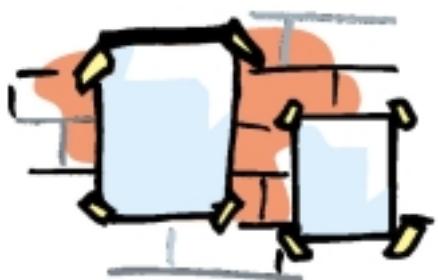
They can write up slogans, themes, key words and phrases. They can stick up images of children, human rights violations, comforting images, disturbing images. They can draw pictures expressing solidarity, fear, pain or love. Encourage them to read poetry and other literature and find passages that are relevant to the project. They can copy these out on the wall. Better still, they can write their own poetry or prose.

Encourage them to ask visitors to write something on the wall. If different community representatives are invited to address the group or to observe or participate in their activities, at the end of the session, these guests could be invited to contribute to the "writing on the wall".

You will probably find that, at first, the group will not contribute much to the wall. After a while, however, and particularly after some of the more empowering modules, such as Creative Writing, they will contribute more easily and less self-consciously. At the beginning of your first sessions, draw their attention to the wall all the time. Point out new contributions. Say how empty it might be looking. By the end, you might even fill one Graffiti Wall completely and have to add a new section to it.

Keep these Graffiti Walls at the end of the project. They are very precious and act as a very emotional and powerful collective record of the group's journey together. We in IPEC would very much like to see examples of Graffiti Walls from all over the world. One way to do this is to photograph the wall in sections that we can then reconstruct and read and observe what the young people in your group have felt and experienced.

Community integration

Although a specific module on community integration is included in the SCREAM programme, it is important that this issue cuts across all module activities and projects.

If you are using these modules in a formal education setting, we suggest you consider how to involve other teachers and other subject areas in your project and thereby broaden your group's understanding of the issues surrounding child labour and increase the multiplier effect. Any number of subjects can have a child labour slant, such as geography and economics (poverty issues, development, impact of debt, agricultural policies), business studies (codes of conduct, working conditions), religion (right and wrong, respect for human rights), language (literature and creative writing), history (child labour in the past), science (biology and nutrition)… Integrating different subject areas will also provide additional resources and materials and increase support for the project within the school.

Involving others

The first stage of integration should be a closer study of the other subject areas affecting your group. Look carefully at each of these and consider first if it would be useful and practical to integrate the subject, and then how this can be achieved. The next stage is to approach the school management (the principal) to discuss this possibility and then, of course, to approach the various teachers individually and as a group. There may be very valid reasons why some or none of the subject areas can be integrated. However, if some can and the management and teachers agree, it will significantly boost the impact of the project.

Organize a brainstorming meeting with your teaching colleagues and ask for their ideas on how to integrate the project into their classes. Some teachers will welcome the opportunity to plan their classes at a more practical level. It provides a sense of purpose other than examination results. It can inject new dynamism into the school community. Some of your colleagues may be reticent about the process and you should not force the issue. It does require their goodwill and co-operation and if you feel that it might not be forthcoming, it does not matter. Focus your energies and attention on those areas where the ingredients are right.

If you are fortunate enough to integrate other subject areas into your project, we recommend that you plan these additional classes carefully and thoroughly. They must happen in a co-ordinated manner. It makes no sense to ask a business studies teacher to talk about codes of conduct before the group has grasped what child labour really means. Prepare a work plan and insert the additional classes where you and your colleagues feel they would be appropriate. We would also recommend that you plan

meetings with the relevant teaching staff throughout the project. Plan these in consultation with your colleagues, as the teaching profession is very demanding and time is at a premium. Ensure that the meeting agenda is well prepared so that discussions will be effective and time efficient. These meetings will enable you, the overall co-ordinator, to keep track of developments, while keeping your colleagues and the school management informed of progress, results of classes and upcoming events.

It is not just in a formal education setting that you can integrate people with other skills and perspectives. Whenever possible, you should consider including external resource persons in the project, people with specific skills or expertise or experience in a given area, such as drama, creative writing, art, communication or media relations. Whenever appropriate, invite guest speakers or interested persons to come and talk to your group or watch what they are doing and listen to what they have to say. Not only will it considerably enhance the process for you and your group, it will have the effect of sending out ripples into the wider community so that more people will know what you are trying to do and will support it.

As the group completes a module, it is important to inform the rest of the school/educational environment and even the broader community of the results. For example, it is a good idea to put a bulletin board up on a wall in a central area of the school/educational environment so that different products from the group's work can be displayed.

Promotion and publicity

The group could exhibit the results of initial research work on child labour and describe the objective of the project for their peers. Over time, as different modules are completed, the group could have a rota system to change the material on the board at regular intervals. This will maintain the interest both of the group and the rest of the school/educational environment as they watch the project progress.

By working through the media modules, the group will also learn how to communicate the results of its work through various forms of media. This will reinforce the

process of taking the message out beyond the immediate environment and into the wider community.

Higher education and academic circles

The SCREAM programme is designed to reach all levels of society and education. Try to include, if you can, third level students and members of academic and/or intellectual circles, such as writers, eminent thinkers, retired professors or doctors, heads of think-tanks or research bodies, and so on. These groups can offer considerable support to projects of this nature and, indeed, to the global campaign to eliminate child labour in general. Develop contacts with local universities and colleges, historians, writers, and others. These groups can open new doors.

Students and professors of social anthropology, social studies, development and human rights studies, mass communications, media and journalism and education (to become teachers) are also groups which would be interested in your project and would probably be prepared to help and become involved. Students and professors might be able to work with your group on aspects of their project in ways which would support their own studies and research, for example:

- *Mass communications:* Media students sometimes have to produce short video documentaries or media campaigns as part of the requirements of their course. The subjects of these projects are often left to the students themselves to discuss and choose. If they were to be approached by a group such as yours suggesting that they use the child labour project as the subject of their own work, they might well accept. Their work would support the work of your own group and possibly provide some very powerful media tools to promote the issue of child labour within the community. It would also raise awareness within the community of higher education institutions and plant seeds for further ideas among the teaching staff.

- *Social studies:* Most social studies courses contain practical projects, for example, on-the-ground experience working in situations where the students' skills are required. Institutions may be interested in the

possibility of conducting research work on the issue of child labour or exploitation. For example, if you are in a country where child labour exists, students could use their practical experience in researching why children work in a specific geographic location or in a specific industry. Or else, they could use their practical work experience to assist you in implementing the child labour modules in the classroom or in more informal environments, such as youth groups or outreach education programmes.

These are just two examples out of numerous possibilities. Arrange a meeting with department heads or even the director of a university or college and discuss the nature of your group's project and areas where students might be able to support your work and benefit in their educational development in the process.

Peer solidarity and youth/school networks

One positive spin-off of the SCREAM programme has been to prepare the foundations for a peer-to-peer solidarity network. This type of programme has been called "child-to-child" or "school-to-school" in different organizations. The network has the potential to become a significant vehicle for empowering young people to develop a world-wide movement through communications, building bridges between cultures and societies, and lending a helping hand to others in need of educational resources. Other areas of solidarity may emerge over time.

When an educator, individual or organization in any part of the world decides to move ahead with the implementation of the SCREAM programme, we would like to suggest that part of the work of the group should include establishing a "solidarity link" — a path of communications — with others also involved in the programme. This will support the programme and the work of the group in a number of ways. It adds a human interest element for the group. They will realize that they are not alone in what they are doing, that they are part of a global network of

young people all working together to understand and promote their rights and to support the campaign to eliminate child labour. This is an empowering realization for young people as they see that this is not a one-off exercise nor are they working in a vacuum. They can communicate with other young people around the world, share personal experiences, find out how others have approached the modules, learn about each other's pieces of drama, share letters that they have written to different people and build relationships to the point of maybe even visiting each other in the future.

The level of solidarity can also be very tangible. For example, during the pilot test of the programme in the Republic of Ireland, the school group in that country organized a series of fundraising events to enable them to extend a helping hand to their peers in Jordan and Nepal, by sending them educational materials to enable them to implement the SCREAM programme as fully as possible.

These are gestures that seem so simple but do so much to break down barriers to social development and global integration. There are many ideas of the form these links can take between groups of young people around the world and hopefully these will emerge and take shape as the SCREAM programme is implemented ever more widely. We would like to hear from you if you intend working with the SCREAM modules. Contact details are given at the back of this User's Guide and a SCREAM participation form is also provided for you to complete and return to IPEC in Geneva once you have completed your work. Upon receiving this form, IPEC will send you a special SCREAM certificate in recognition of the support you and the young people in your group have given to the global campaign to eliminate child labour. If we do not hear from you, we will not know who is working with the programme, in which countries and in what situation.

Evaluation

The implementation of these modules can be challenging and it is useful and informative, both for you and for IPEC, for you to think carefully about several aspects of the pedagogical process as you go along. To assist the evaluation process, we would also refer you to the evaluation survey at the end of the User's Guide.

Following the implementation of each module, review the session in your personal evaluation when you are by yourself:

Educator's evaluation

- *Emotions* – How did the different members of the group react during the session? Did you feel that they entered into the spirit of the module? Did anyone become angry or feel upset? Did you feel that any individuals remained on the outside of the group? Why should that be and how can you overcome this in subsequent modules?

- *Involvement* – Was everyone involved, interested and motivated during the sessions? Did they respond well to the exercises? Do you feel you might have handled the session differently? How? Did you establish a good level of communication with them all throughout the sessions? Did you move around enough during the group work? Did you talk to them, offer advice, help them? Was your additional support of value in implementing this module? Did the group follow up well with thank you letters and other communications?

- *Commitment to the future* – Do you believe that the group wants to move on with the modules and the process? Do you think they are ready to move on? Do you get the feeling of a sense of motivation and commitment from them? Do you have the feeling that the group dynamic has been strengthened in the module? Are they showing confidence in the way they interact with each other and with you? Are they openly contributing to the sessions? Are they vocal? Can you easily identify those who are supportive of what you are doing and those who are indifferent? How will you reach those who are indifferent while maintaining the motivation of those who are interested? Should you run

this and other past sessions again, or move forward? Are they ready for a new module?

● *Resource development* – Have you thought about approaching individuals who have shown particular interest, motivation and commitment to the project to ask them if they would be interested in acting as resource persons for broader implementation perhaps with children of primary school age, or even their peers?

This list of considerations and questions is not exhaustive and you will probably think of others as you undergo this process. Your notes, reports, feelings and opinions are critical.

Young people's evaluation

The long-term impact of the SCREAM programme is more difficult to assess as it requires close monitoring of individuals who have been a part of the project. However, we recommend that you ask the members of the group to evaluate the project and the activities at the end of the whole exercise. We also recommend that you ask any other educators or external resource people who have worked with you on the project to provide you with some form of feedback.

Carry out an analysis of the evaluation exercise as soon as you can. This analysis can act as a comprehensive report of the whole exercise at the end of the project. On this basis, you will be able to draw your own conclusions as to how successful and useful the project has been. Please note that IPEC would be very interested to receive copies of these analyses and also any individual comments that you feel are particularly useful and pertinent. This feedback will assist us in the further development of the SCREAM education pack and in assessing its impact in different parts of the world.

Over to you

Ultimately, how you implement these modules and what you and your group gain from them is up to you. IPEC's aim is to ensure that they are used as much and as widely as possible.

The sustainable nature of the programme and follow-up aspects in terms of the young people you are educating will focus on peer education and the creation and maintenance of national, regional and international networks of concerned individuals and groups.

It is our hope that a significant number of young people will use the knowledge and experience they gain through these modules wisely and widely. Peer education is a powerful tool and will multiply the impact of your teaching. Your young charges may discuss what they are doing with their friends, their families and other people in their community. Broader interest can be generated by encouraging young people to talk openly and freely about what they are doing. Encourage them to look for more information by themselves. Set up further education sessions and invite previous students to come and participate as resource persons, to speak about their own experiences and to conduct the module sessions themselves.

Encourage young people you have identified as potential resource persons to help you initiate module sessions with younger children, perhaps in a local primary school. Children relate better to children. Young people place a lot more faith in their relationships with other young people than with people in authority or even their parents.

We would welcome the further improvement of the SCREAM modules in any way. The next section looks at the need for continuous feedback to support this process. However, we realize that some individuals or organizations who use the SCREAM programme may undertake to adapt some of the modules to suit local cultures, traditions and settings. In addition, some may consider translating the modules into other languages, including local languages

and dialects. This form of development would be an indicator of achievement for the SCREAM programme and would be warmly received. All we would ask of those who decide to undertake such an exercise is that you inform IPEC and provide us with copies of adapted or translated modules. It is very likely that there will be other groups around the world who may benefit from your work and we would like to share these experiences far and wide. We would also be grateful if you would include an acknowledgement of the source in your revised documents.

Lastly, the key to SCREAM's success is the broad implementation of the education pack. We urge all educators around the world to work with this programme. In this respect, to minimize reproduction costs and facilitate implementation, we would encourage educators to make copies of the modules and to distribute them among as many colleagues and organizations as possible. The SCREAM education pack has been produced with this form of free dissemination in mind. You might also inform others who may be interested that the full range of modules is available for free download from the IPEC Web site.

Continuous feedback

As you work with these modules, we want to hear from you, the educator. We want to hear from your students, your charges, the young people in your group. These modules are living organisms and they will be updated and revised in the light of the feedback we receive. Your input is critical to the quality cycle and sustainability of these modules

We would always like to receive case studies of practical module implementation and if you have photographic or video material on the implementation process, we would be grateful to receive copies of these. The education process is threefold: young people will learn from you – you will learn from them and us – and we will learn from you and them. Hence, the vital importance of feedback and the quality cycle. For example, we would like to see the results of the press releases from the Media module, both the shorter ones produced by the smaller groups and the main releases produced by the full group. We would also like to receive copies of any articles published in the written media. Please ensure that details such as the country and area where you are located, the name of the newspaper and the date of publication are included with the clipping.

In addition, we would be grateful once you have completed your SCREAM project, if you would fill out the enclosed participation form, which includes key details of your work. Please send the form to the address provided. On the basis of the forms received, IPEC will send a certificate of thanks in recognition of the work you and your group have done to support the global campaign to eliminate child labour.

If, for some reason, the form is missing from the resource package or has been spoiled in some way, please note that downloadable copies are available on the IPEC Web site. The address for the IPEC Web site is:

www.ilo.org/public/english/standards/ipec/index.htm

An integral part of the follow-up is for IPEC to know more about the frequency of use of the modules, who is using them and why (and who is not using them and why not), their impact on educators and young people, their successes, their failures, and their further development. Tell us what you think, how you believe the materials, methodology and impact can be improved. Send us your ideas for new modules that we can integrate into the programme. This is the beauty of a network such as this – we are all working for the same cause, we are committed, motivated and understand the need to work together to reinforce children's rights and banish child labour from our societies forever. It can be done, over time for sure – but, if we build the right platform, child labour *can* be eliminated.

Contact details

For all queries and follow-up to the SCREAM programme, please contact IPEC directly at the following address:

International Programme on the Elimination
of Child Labour (IPEC)
International Labour Office (ILO)

4, Route des Morillons, CH-1211 Geneva 22, Switzerland
Telephone: +41 22 799 77 47
Fax: +41 22 799 81 81
Email: childlabour@ilo.org
Web site:
www.ilo.org/scream

Annex 1

Frequently used acronyms

AIDS	–	Acquired Immune Deficiency Syndrome
ASEAN	–	Association of South-East Asian Nations
EU	–	European Union
HIV	–	Human Immunodeficiency Virus
ILO	–	International Labour Organization
IPEC	–	International Programme on the Elimination of Child Labour
IT	–	Information Technology
MERCOSUR	–	Mercado Común del Sur (Southern Cone Common Market), members include: Argentina, Brazil, Paraguay, Uruguay
MP	–	Member of Parliament
NAFTA	–	North American Free Trade Association
NGO	–	non-governmental organization
SADC	–	South African Development Community
SCREAM	–	Supporting Children's Rights through Education, the Arts and the Media
UN	–	United Nations
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nations Children's Fund
VAT	–	Value Added Tax
5 W's	–	Who? What? Why? When? Where?

SCREAM Stop Child Labour

Participation Form

If you have worked with the SCREAM programme in any way, please take the time afterwards to complete the participation form below. Upon receipt of your completed form, IPEC will send you a certificate in recognition of the support of you and your group for the global campaign to eliminate child labour.

Full name/description of the group:

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Full name of organization/school:

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Full address, including telephone/fax numbers, e-mail and web site addresses:

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Full name of respondent:

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Title/responsibilities of respondent and relation to group:

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Dates of your project (start and finish):

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Names, gender and ages of young people involved in your project (N.B. if you prefer not to give names, please give at least the gender and age breakdown) – this can be included on a separate sheet of paper:

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How did you come to learn about the SCREAM Stop Child Labour programme?

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Which modules did you implement in your project and in what order did you use them?

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Why did you choose these particular modules?

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Would you organize such a project again with another group of young people using the SCREAM education pack? Please indicate the reasoning behind your response whether yes or no.

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SCREAM Stop Child Labour

Evaluation Survey

As well as the basic participation form, we would be grateful if you would take the time to complete our evaluation survey. You may not be able to answer all the questions, but please be as frank and detailed as possible in your responses. There are many questions but you do not have to reply to all of them if they do not apply to your case or you have difficulty answering them. Whatever you decide, please try and send your response as soon as possible after completing the programme. We hope the SCREAM programme will grow and flourish through constant and widespread use. We welcome your experiences, advice and comments as they will help us to constantly update and improve the education programme and develop new modules to expand the range of activities and adapt them to different social and cultural environments. If you wish to elaborate in your replies, please write on additional sheets of paper.

All replies will be treated in confidence. Our sole objective is to learn more about who is using the programme and why and to revise the modules and the education model through a quality cycle. We would also like to develop a database on the details of the different groups that work with SCREAM. Your co-operation is very much appreciated and your thoughts, comments and suggestions are highly valued by IPEC/ILO.

Please explain why you and your group decided to implement the SCREAM programme. What was the motivation of the group?

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What were your total contact hours per week with the group?

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It would be useful for us to know of any particular circumstances or situations concerning your group. However, we realize that you might prefer not to give such details in order to protect young people. But, if by using different names and ensuring their anonymity you feel that they would be protected, then please consider our request. It would assist us in our research and evaluation. We would be interested in a variety of areas, for example, were any of the young people disabled in any way? Had any come through situations of any form of abuse, exploitation or trauma or were any of them still in such situations? Were any of the young people working either full- or part-time? Were any of them child labourers themselves? How did you deal with any of these special circumstances? Did you find that the programme protected and helped these young people?

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Describe how you and your group involved other actors in the community, including the school if you worked in a school environment. For example, did you involve the tripartite partners, other teachers, community groups, and so on?

Did you involve external support in the implementation of any of these modules? For example, writers, drama professionals, artists, journalists?

Did the wider community (including the school if you were in a school environment) benefit from the project? In what way? How did the project raise awareness of child labour within the community?

When the project called upon you to prepare a class for a specific lesson related to the subject of child labour, do you feel that you were given enough information in the module to prepare your class?

What strengths and weaknesses did you find when working with the modules? Please describe these in detail.

Were resources, human and financial, an inhibiting factor in implementing the modules? In what way?

Do you consider that such projects have a place in mainstream education and would you support such a campaign? Please elaborate on both positive and negative feelings.

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Do you feel that the young people in your group benefited from the project in terms of their personal and social development and academically? Please be detailed in your response.

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Do you feel that the young people's attitudes and behaviour have changed as a result of the project? In what way?

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What initiatives did the young people take themselves during the project?

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What modules and activities did the young people enjoy the most and the least? Please give the reasons for their enjoyment, displeasure or frustration.

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If you decided to implement the SCREAM programme again, would you do anything differently? What and why?

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Did you ask your group to evaluate their experiences in the project? What was their response? Please send us copies of any evaluation reports or individual responses.

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Please send any materials resulting from the work of your group that may assist the continuous assessment process, for example, press releases, media articles, interview recordings, video footage, essays, letters, poetry, paintings, drawings, collages, copies of diaries, copies of graffiti walls, drama scripts, survey results, research reports, and so on.

Do you or the young people in your group have any comments, ideas or proposals that can help us to improve the SCREAM Stop Child Labour programme in any way? For example, ideas for new modules, proposals to improve modules or adapt them to particular conditions or environments.

Can you think of any way that you or your group could help IPEC in expanding the dissemination of the SCREAM programme? Tell us how we can help you to help us.

Please send us any other comments that you may wish to make regarding the educational material, the concept, future developments, your own experiences, and so on.

Thank you!

Notes

International Programme on the Elimination of Child Labour (IPEC)

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Stop Child Labour

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Istituto
Europeo
di Design