IPYET 2011

International Perspectives in
Youth Entreprenourship Training

Online Programme - Module 3

PERSPECTIVES IN YOUTH ENTREPRENEURSHIP TRAINING

Commonwealth Youth Programme
Regional Centre for Africa
COMMONWEALTH SECRETARIAT

International
Labour
Organization

Programme: IPYET 2011

Materials: Modules

Type: Discussion Papers

Title: IPYET Module 3: *Perspectives in Youth Entrepreneurship Training*

Contributors: Module 3.1: Gender Considerations in Youth Entrepreneurship Training
By ***Elizabeth Simonda***
Module 3.2: Child Labour Considerations in Youth Entrepreneurship Training
By ***Mukatimui Chabala***

Editor: Victor Mensah

Copyrights: CC-BY-NC-SA
By COMSEC/ILO

Module Links: ***General:*** http://wikieducator.org/Ipyet/Perspectives_in_Youth_Entrepreneurship_Training
3.1 http://wikieducator.org/Ipyet/Gender_Considerations_in_Youth_Enterprise_training
3.2 http://wikieducator.org/Ipyet/Child_Labour_Considerations_Youth_Enterprise_training

Pages: Module 3.1: *Pages 06 - 11*
Module 3.2: *Pages 12 - 21*

Welcome to Module 3. This is the third of five modules on the IPYET 2011 Online programme. The first module set the tone for the discussions we have had so far and will explore for the remainder of the sessions and the residential programme. Module 2 took us further up the chain on entrepreneurship training by exploring some of the critical elements during an example workshop. While the basics of *what a business is, why start your own business, types of enterprises, etc.* are the bedrock of a solid entrepreneurship training, most training programmes do not include elements that bother on the perceptions of young people as they come into the training itself and as they start on their entrepreneurial journey.

Its all about the Money – nothing else!!

Is this the case? Does our society have any bearing on the success of a business? Does the society's influence stretch further back to our fundamental orientation as community members, our values and perceptions? If the society we find ourselves in has a particular value system, are we always prone to be acceptable to these or are we rebellious? Can we possibly be counted as successful in business only by the levels of profits we make?

If we acknowledge that societies have a bearing on the entrepreneurial orientation and the success of a business, perhaps the main question will be – "what are the societal perceptions that impact positively or negatively on youth entrepreneurship?". Our perceptions as trainers, and the perceptions of the trainees do and will affect not only the success of the training event but the entrepreneurship development programme as a whole. Perceptions of Child Labour, Disability, Health Conditions, Social and Family Conflicts, the "green" environment, gender, etc. are essential to the success of any entrepreneurship programme. While many may choose to ignore all or some of these, their imact is felt directly or indirectly.

Key Questions

By the time you finish the online discussions on this module, you should have explored various thoughts and questions:

1. What are the differences between sex and gender?
2. How do gender relations affect entrepreneurship raining?
3. How do gender relations affect the success of businesses?
4. What are some key gender concepts necessary in teaching entrepreneurship?
5. What gender constraints and considerations are important for youth enterprise training?
6. What is child labour?
7. What are the causes and consequences of child labour?
8. What are the issues surrounding the phenomenon of Child Labour in Businesses?
9. What mechanisms can be used in training and raising awareness on child labour issues?
10. What International conventions exist on child labour and how they be domesticated?
11. How can we address child labour issues through youth entrepreneurship

programmes

How this module is organised

The are two[1] sub-modules. Each sub-module can be organised as a stand-alone course.

Module 3.1: Gender Considerations in Youth Entrepreneurship Training explores the impact that gender, sex and related concepts have on enterprises. Discussions further explore the approaches that can be used in incorporating these lessons into entrepreneurship training for young people. The module attempts to open up all the conceptual notes and theoretical underpinnings of the topic for discussion prior to the residential programme. Practical exercises and training techniques will be explored during the residential programme. Your moderator for this module's discussions is Elizabeth Simonda. Seasoned and phenomenal may currently be the best words to describe her knowledge and experience in handling this topic. Don't miss her class.

Module 1.2: Child Labour Considerations in Youth Entrepreneurship Training is a crucial topic for all participants. The Commonwealth and ILO places great importance on the value of children and youth. Just as in module 1.1 our discussions partly centered on the ethical issues of working with young people, this topic goes further to consider some further legal and conventional elements of the topic of child labour and enterprises. Since entrepreneurs will face this issues head on, it pays to ensure that all entrepreneurship trainers are well-grounded in the theory and training approaches on the issue. Your moderator for this discussion, Mukatimui Chabala is a specialist in Child Labour issues and development programming. Her expertise further in moderating e-discussions will ensure that you have an experience beyond measure.

General Recommended Readings:

COMSEC (2005), Gender Equality: A Decade of Commonwealth Action, http://publications.thecommonwealth.org/gender-equality-380-p.aspx **ISBN No:** 978-0-85092-818-1, London.

ILO Gender Bureau: ABC of Women Workers' Rights and Gender Equality (Geneva, 2000A) http://www.ilo.org/public/english/supportr/public/xtextww.htm#b8449

ILO. 2002. SCREAM – Stop Child Labour. Supprting Children's Rights through Education, the Arts and the Media. International Programme on the Elimination of Child Labour (IPEC), ILO. Geneva.

---

[1] While a sub-module on Considerations of Persons With Disability (PWDs) was advertised for the online programme, it has been deferred to the residential training.

Module 3.1: Gender Considerations in Youth Enterprise Training

A discussion paper by
Elizabeth Simonda

Welcome to this session on Gender Considerations in Youth Enterprise training. We hope it will provide you with information that you will need in gender issues as you work with the youth and enterprise training. I hope and trust that you will participate actively in the discussions. Please feel free to raise any issues that you want to be clarified.

Objectives:

The following are the objectives for the session:

- To familiarize participants with the differences between sex and gender,
- To make participants aware of some key gender concepts and
- To make participants aware of the gender constraints and considerations important for youth enterprise training.

1.0   Introduction

This session will provide you with definitions on gender terms such as gender and sex realising the fact that in most cases, the two terms are not clear. They are also often interchanged and people think that they mean the same thing. The Module will also introduce to you some gender terms and concepts such as gender roles, gender equality, gender equity, gender norms/values/stereotypes, gender balance, gender blind, gender neutral and others that will assist you to under stand gender issues better. The session will further assist you to understand some of the gender constraints and make it difficult for the youth (both female and male) to participate in enterprise development and at the same time be aware of some considerations that can be taken for Youth Enterprise training.

2.0   Definitions on gender and sex

In order to discuss the definitions for gender and sex, let us take some time to discuss what your own definition of gender and sex are.

Activity:

*In your notepads, state your understanding of **sex**, and **gender** and the differences between these.*

Definitions:

Gender refers to the social differences and relations between girls and boys, between women and men that are:

- Learned

- Change over time **within a society** and **between societies**

Sex refers to the biological differences between women and men that are universal and do not change. For example, only men can impregnate a woman and only a woman can breast feed a baby.

3.0   Key gender concepts

- **Gender roles =** what women and men actually do,
- **Gender values/norms/stereotypes =** ideas of people on what women and men **should be like** and what they are capable of doing,
- **Gender Equality** = equal rights, responsibilities, opportunities, treatment and valuation of women and men at work in jobs/enterprises and in the relation between work and life,
- **Gender equality** includes the same human and workers' rights, equal value and fair distribution of work load, responsibilities and opportunities, decision making and sharing of income. This has to be the same even in business,
- **Key principles of gender equality:** Achieving gender equality is not the concern of women only, is the responsibility of all. Greater gender equality will benefit all:
  - It does not mean more for women and less for men, it means more for all,

  -Gender equality needs to be main streamed in enterprise development,

  - Use experiences of women and men and

  - Assess effects of all actions on women and men

- Gender equality promotion needs to be integrated into enterprise development programmes at all stages of the programme cycle during designing, implementation, monitoring and evaluation

- Gender equality is about ensuring that all persons are **treated** with **dignity** and can develop to their full **potential** leading to a higher quality of life for all. It does not mean that women and men need to become exactly the same biologically. Women and men can be and are different but should have   equal rights, opportunities, responsibilities and be treated and valued in a fair way and also when doing business.

- **Gender equity** = fairness of treatment for women and men according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. Equity is the means and equality is the goal,

- **Gender gap** = is the difference in any area between women and men in terms of their levels of participation, access to resources, rights, power and influence, remuneration and benefits,

- **Gender mainstreaming** = a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy/approach/means to achieving gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities, policy development, research, advocacy, legislation, resource allocation, planning, implementation and monitoring of programmes and projects,

- **Gender neutral** policies = use the knowledge of gender differences in a given context to overcome biases in delivery, to ensure that they target and benefit both genders effectively in terms of their practical gender needs. Moreover, they work within the existing gender division of resources and responsibilities,

- **Gender sensitive** = employs the use of gender neutral language in order counteract sexist terminology, as for example masculine terms for professions and trades or the constant use of masculine pronouns. However if care is not taken, sexist language may be eliminated but gender variables will remain masked and so make it difficult to address underlying gender inequalities,

- **Gender aware/sensitive** = recognizes the fact that within a society, actors are women and men, that they are constrained in different and often unequal ways, and that they may consequently have differing and sometimes conflicting needs, interests and priorities,

- **Gender blind** = describes research, analysis, policies, advocacy materials, project and programming design and implementation that do not explicitly recognise existing gender differences that concern both productive and reproductive roles of women and men. Gender blind policies do not distinguish between the sexes. Assumptions incorporate biases in favour of existing gender relations and so tend to exclude women,

- **Gender budgeting** = the application of gender mainstreaming in the budgetary process.

It means incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality,

- **Gender division of labour** = the division of labour between women and men depends on the social economic and cultural context and can be analysed by differentiating between productive and reproductive tasks as well as community based activities, who does what, when, how, for how long etc.

- **Sex disaggregated data** = collection and use of quantitative and qualitative data by sex is critical as a basis for gender sensitive research, analysis, strategic planning, implementation, monitoring and evaluation of programmes and projects. The use of this kind of data reveals and clarifies gender related issues in areas such as access to and control over resources, division of labour, violence, mobility and decision making,

- **Affirmative/positive action** = special temporary measures to redress the effects of the past discrimination in order to establish equal opportunity and treatment between women and men,

- **Feminism** = body of theory and social movement that questions gender inequality and seeks to redress it at the personal, national and societal levels,

- **Glass ceiling** = invisible artificial barriers created by attitudinal and organizational prejudices that block women from senior executive management positions and

- **Harassment** = Any kind of emotional and physical abuse, persecution or victimization. Harassment and pressure at work can consist of various forms of offensive behaviour. Harassment is characterized by persistently negative attacks of a physical or psychological nature on an individual or group of employees which are typically unpredictable, irrational and unfair.

4.0 Gender constraints for youth in enterprise development

Gender relations throughout the world are characterized by **unequal** and **unbalanced** relations between women and men. Women of all stages generally have **fewer** opportunities and **more** duties while men have more opportunities and less work load. Disparities between girls and boys exist even in education among families where choices are made to educate a boy and **not** a girl. As such the female youth compared to the male youth face a number of constraints when trying to start and grow their own enterprises. Such constraints include the following:

- Lack of opportunities to start own businesses as parents/guardians and even

communities do not believe that young people and especially female can manage a business,

- Lack of opportunities to access and control resources such as funds for starting and growing a business,
- Lack of skills in business management that would assist them to manage a profitable business,
- Lack of acceptance of female youth in some businesses,
- Dominant stereotypes about female activities,
- Lack of family support,
- Lack of technical skills to enable them produce quality products and services,
- Market problems for their products and services and especially for female youth who may be regarded to be prostitutes if they start travelling to various places looking for market for their products and services,
- Lack of opportunities for information for market for their products and services due to lack of networking opportunities especially for the female youth who may not be allowed by parents/guardians and society to join networks due to traditions that do not allow the youth and especially the female youth to go out and meet other people in order for them to learn from others,
- Lack of funds for female youth to join mixed networks,
- Lack of funds to pay for transport to go for training programmes and also to pay for participation fees for training programmes,
- Lack of operational and market premises for their businesses,
- Mobility problems for female youth due to cultural norms and personal safety considerations.
- Multiple roles for the female youth compared to the male youth,
- People's and family's attitudes towards a young female entrepreneurs
- Lack of confidence among the youth and especially the female youth to decide to start and grow a business and many more.

Activity:

List and discuss other constraints no identified.

5.0   Gender Considerations for Youth Enterprise Training

After having discussed the various constraints that the youth and especially the female youth face in participating actively in enterprise development, let us now discuss some key considerations that should be taken by support organisations to ensure that both the female and male youth have chances and opportunities to participate in youth enterprise training. The following should be considered among others:

- Information on enterprise training programmes should be provided to both the female and male youth so that they are all aware about the trainings available,
- Information on training programmes should be made available in places such as

schools, churches, clinics, on internet, youth centres and other places that can be easily reached by both the female and male youth, guardians and communities so that it is easily accessible by the youth,

- Deliberate efforts to reach out to more female youth with information on youth enterprise training should be made by support institutions so that the female youth have equal chances and opportunities to participate in the training,
- Deliberate efforts should be made if need be to ensure that there is equal participation of the female and male youth,
- Venues for training programmes to be nearer to the communities so that the female youth can also participate and if possible, the trainers should move to the communities instead of the youth travelling far places in case their guardians do not give permission to the female youth to travel,
- More none residential trainings to be encouraged so that the trainings can reach out to more youth and especially the female youth who may not be allowed to travel (or sleep outside their homes),
- Training materials to be made available in local languages to carter for the youth and especially the female youth who did not go far in education as a result of parents having chosen to a have a son educated,
- Use of role models for training programmes,
- Mentoring and counselling services,
- Support organisations that conduct the youth enterprise training should look for donors who can subside the training so that more youth an d especially the female youth who may have no income to pay for transport and participation fees

6.0   Summary

The session on Gender considerations for youth enterprise training took you through various gender issues which included the definitions on gender and sex, a number of key gender concepts such as gender roles, gender equality, gender equity, gender neutral, gender blind, gender disaggregated data. We also discussed gender constraints that exist between the female and male youth that make it difficult for the female youth to participate actively in enterprise development. Lastly, the session looked at the considerations that should be taken in youth enterprise training so that both the female and male youth can participate actively in the training programmes that will enable both sexes to access skills that they need to start and grow their enterprises.

We hope that you found the session useful for your work with the youth in your various countries. Good luck

7.0 Sources for Further Reading:

ILO Gender Bureau: ABC of Women Workers' Rights and Gender Equality (Geneva, 2000A)
http://www.ilo.org/public/english/supportr/public/xtextww.htm#b8449

ILO Gender Bureau Gender! A partnership of Equals (Geneva, 2000B)
http://www.ilo.org/publiuc/english/regional/am[ro/cinterfor/temas/gender/doc/pacto/appro.htm

ILO's women's Entrepreneurship Development and Gender Equality (WEDGE) programme – Publications and Training Manuals

Marcucci, Pamela Nichols, ILO Seed (2001), Jobs, gender and small Enterprises in Afrfica and Asia, Lessons learnt from Bangladesh, the Philippines, Tunisia and Zimbabwe, working Paper No. 18,

Richardson, Pat Rhona Howarth and Gerry Finnegan, ILO SEED (2004). The Challenges of Growing Small Businesses: Insights from Women Entrepreneurs in Africa. Working Paper No. 47,

Module 3.2: Child Labour Considerations in Youth Entrepreneurship Training

A discussion paper by
Mukatumui Chabala

Welcome note

Welcome to this session. You will be introduced to basic child labour information using some components of the ILO's International Programme on the Elimination of Child Labour (IPEC's) education tool on Supporting Children's Rights through Education, the Arts and the Media

(SCREAM *). You will be provided with background information on child labour for a basic understanding of the complexity of the issues surrounding the problem.*

It is hoped that this session will stimulate interest and discussion from participants and bring forth examples from your countries depicting child labourers, how it affects you as a youth and how you see your role in using available resources to impart knowledge on child labour issues. Good luck and hope you enjoy the session.

Objectives of the Session

i) To provide participants with background information on child labour and issues surrounding the phenomenon.
ii) To introduce participants to activities for training and awareness raising on child labour

Session Introduction

Considering that child labour is an important factor to consider in the world of work in general and in the area of entrepreneurship in particular, the IPYET provides an opportunity to share information on child labour and how the youth can play a role in responding to the problem. It is also essential in the field of entrepreneurship to be aware of labour laws so as to avoid exploitative work and also not to be a perpetrator of such exploitation as a result of lack of knowledge but rather be proactive in playing a role to address the problem.

In this child labour module, we will explore some facts on child labour and general information followed by a series of questions for discussion. The exercises and questions at the end of the session not only help you to assess your understanding of the materials consulted, but also serve to provide you with practical examples of how you can engage on child labour issues through training and sensitization activities. The session is presented as follows:

Session Outline

1. About child labour

2. Introduction to child labour concepts

    a. International conventions on child labour

    b. Domestication of international conventions

    c. Facts on child labour

    d. Causes and consequences of child labour

    e. Addressing child labour through youth entrepreneurship programmes

3. Further recommended readings

4. References

1. About Child Labour

1.1 Introduction to Child Labour Concepts

When we talk about the elimination of child labour, we do not talk about that work which is aimed at socializing children. What is unacceptable is child labour which hinders children from going to school and receiving their education and also puts their health in danger.

Child labour is determined by the age of the child and the type of work engaged in and is broadly considered as:

- That work which is carried out to the detriment and endangerment of the child in violation if international law and national legislation.
- It includes work and activities that are mentally, physically, socially or morally dangerous and harmful to children.
- It is work that either deprives children of schooling or requires them to assume the multiple burdens of schooling and work.
- It can also be work that enslaves them and separates them from their families.
- It condemns children and their families to the downward spiral of poverty and deprivation.

Children are inevitably at greater risk in the work place than their adult counterparts by virtue of being tender physically and less mature in mind and spirit.

National surveys have found that a very high proportion of children are either physically injured or fall ill while working. Some of these children may never work again.

In sectors where machinery and equipment is involved, such as agriculture, the potential for injury is much higher, Agriculture, mining and construction are very high-risk industries for child labourers.

2.2 International Declarations and Conventions on Child Labour

- Universal Declaration of Human Rights
- UN Convention on the Rights of the Child (UNCRC) – Article 32 Right to freedom from economic exploitation
- Optional protocol on human trafficking (Palermo Protocol) – moving of a child for the purpose of exploitation
- Optional protocol on armed conflict
- ILO Convention No, 138 (1973) on minimum age for admission to employment: 15 years is the general minimum age (or age of completion of compulsory education); 18 years is generally the minimum age for hazardous labour.
- ILO Convention 182 (1999) on elimination of the Worst Forms of Child Labour
    - × All forms of slavery or practices similar to slavery; trafficking; illicit activities; commercial sexual exploitation; armed conflict; hazardous labour as defined within each country
    - × The Convention also requires the definition and making public a list of hazardous labour prohibited for children under 18 years of age.
- ILO Declaration on Fundamental Principles and Rights at Work

2.3 Domestication of international conventions

In order to make international conventions implementable at national level, they are domesticated into national legal and policy frameworks and related operational programmes and mechanisms.

Example - Zambia

In Zambia, the child labour conventions have been domesticated through:

- The Employment of Children and Young Persons Act
- National child labour policy
- National Employment and Labour Policy
- National Action Plan for the elimination of the Worst Forms of Child Labour
- Anti-human trafficking law
- Anti-human trafficking policy
- Constitution: prohibiting forced labour

2.4 Facts on child labour

- Although child labour is recognised as a human rights issue, an estimated 215 million children worldwide are still in child labour and a staggering 115 million are exposed to hazardous work.

- In 2006, the ILO's second Global Report on Child Labour showed that significant progress was being made in the fight against child labour. Encouraged by the positive trend, a global target was set to eliminate child labour in its worst forms by 2016. Four years on, the third Global Report paints a different picture: child labour continues to decline, but at a slower pace. The report warns that if countries carry on at this pace, the 2016 target will not be met.

- A rather mixed picture emerges from the new global estimates of 2010 on child labour. The decline recorded is modest with a 3% reduction in the four year period covered by the estimates. The largest decline among children aged 5-14 has been experienced where child labour fell by 10%. There are also fewer children in hazardous work, a proxy sometimes used for the worst forms of child labour. In fact, the more harmful the work and the more vulnerable the children involved, the faster the decline, especially for girls. This is very encouraging news. However, with the numbers of children still exposed to child labour, the battle is far from over.

- Some key challenges in tackling child labour highlight the alarming scale of the problem in Africa and South Asia, the need for a drive against child labour in agriculture and the need to tackle sometimes "hidden" forms of child labour which are often also among the worst forms.

- Africa remains the region with the least progress over the last decade. Africa is also the region with the highest incidence of children working, with one in four children engaged in child labour. While Asia, the Pacific, Latin America and the Caribbean continue to reduce child labour, sub-Saharan Africa has witnessed an increase both in relative and absolute terms, which is very alarming news. Another region that faces a critical situation is South Asia, home to the greatest numbers of child labourers and where a greater political commitment to the ratification of the ILO child labour Conventions is required.

- Many child labourers 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 result of their labour while others will be emotionally scarred for life.

- For many, child labour is an invisible phenomenon because children work in hidden occupations or 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. Making child labourers visible is what this session aims to do and through it also provide you with the tools to make them visible in your communities for corrective action to be taken.

- Education and tackling poverty are the major components in sustainable action to eliminate child labour. In 2000, just over 13% of all children between the ages of 10 and 14 were working instead of going to school. Yet, every year that a child

attends school dramatically reduces the chance that he or she will end up in economic servitude.

Discussion questions parts 2.1 – 2.4:

? What do you understand by the term 'child labour'?
? What does child labour mean to you?
? What age of child do we refer to when we talk about child labour?
? What sort of work are we talking about?
? In which parts of the world is child labour most prevalent.
? Which region has recorded the least progress over the last decade?
? Are child labourers paid?
? Do they live at home?
? Do they go to school?

ILO (C1280) Blacksmith, Male, Africa. Maillard J.

? What can you say about this picture?

2.5 Causes and consequences of child labour

2.5.1 Lack of access to education

There are many reasons why children work and do not go to school. Basic education in most countries is not free and is not always available for all children. Where schools are available, the quality of education can be poor and parents see no value in education, children are sent to work, rather than to school. This particularly affects children in poverty and those belonging to the culturally and socially disadvantaged and excluded groups. As a result, they easily become victims of child labour exploitation.

2.5.2   Poverty

Poverty emerges as the most compelling reason why children work. It cannot be said, however, that poverty necessarily causes child labour as the situation varies. There are regions in poor countries where child labour is extensively practiced while in other equally poor regions it is not. For example, Kerala state in India, though poor, has virtually abolished child labour. Countries may have equally poor and yet have relatively high or low levels of child labour.

2.5.3   Traditional beliefs and practices

In certain areas, it is traditional for the children to follow in their parents' footsteps. If the family has a tradition of engaging in a hazardous occupation such as leather tanning, it is likely that the children will be caught up in the same process. In industries where payment is on a piece-rate basis, children are frequently summoned to "help" other members of the family, a common practice in construction and home-based work.

2.5.4   Specific vulnerability

Child labour in hazardous conditions is most prevalent in the most vulnerable families – families whose low income allows them little margin to cope with the injury or illness of an adult or the disruption resulting from abandonment or divorce. Such families may often be in debt, or under the threat of it – factors which are often at the root of hazardous and bonded child labour, children being in effect sold to pay off the family debt.

2.5.5   Demand for child labour

Employers may prefer to hire children because they are "cheaper" than their adult counterparts and also form a largely docile work-force that will not seek to organise itself for protection and support. Part of the solution, therefore, is to target those who profit from the economic exploitation of children, bring a halt to their practices and oblige them to contribute towards the rehabilitation and support of those affected, the children and their families.

Research on the causes of child labour tends to concentrate on the supply factors, chiefly because of the common view that poverty is the driving force. But the demand for child labour also needs to be taken into account. Generally, children are easier to manage because they are less aware of their rights, less troublesome, more compliant, more trustworthy and less likely to absent themselves from work.

2.5.6   Impact of work on children

Because children differ from adults in their physiological and psychological make-up, they are more susceptible to and more adversely affected by specific work hazards than adults, Because they are not yet matured mentally, they are less aware of the potential risks

involved in the work place.

The effects of hazardous working conditions on children's health and development can be devastating. The impact of physically strenuous work, such as carrying heavy loads or being forced to adopt unnatural positions at work can permanently distort or disable growing bodies. Children suffer more readily from chemical hazards and radiation than do adults, and they have much less resistance to disease.

Children are also much more vulnerable than adults to physical, sexual and emotional abuse and suffer more devastating psychological damage from living and working in an environment in which they are denigrated or oppressed. Specifically, children experience:

- Acute physical illness and injury (resulting from lifting heavy loads, working with heavy machinery, toxic substances, etc)
- Long term illness and wear/muscular-skeletal disorders (from repetitive movements, heavy work and machinery, toxins)
- Low self esteem and self work, depression, etc (abuse, isolation)
- School drop out or underperformance
- Perpetuation of poverty and unrealized human potential leaving individuals in poverty and nations under developed
- Some consequences are related to different types of work which may be more pronounced among girls and boys respectively

2.6 Addressing child labour through youth entrepreneurship programmes

Child labour interventions are mainly done through prevention, withdrawal and reintegration and mitigation measures. Youth entrepreneurship programmes are particularly strategic in:

- Withdrawal of children from hazardous work through training and skills development
- Decent work and income generating opportunities
- Awareness creation and social mobilization especially at community level
- Empowerment of children to speak up for their rights and raising awareness on protection of children's rights as outlined in the UNCRC
- Involvement in formulation of child, youth, education, poverty reduction and other relevant policies and including child labour concerns

> ### Discussion questions part 2.5 – 2.6
>
> ? Why does child labour exist?
> ? What makes children "desirable" employees?
> ? Is child labour a bad thing?
> ? How does child labour harm children?
> ? What role can you play in addressing child labour?

3. Further recommend Readings

F. Blanco and P. Quinn: *Marginalization and child labour* (Geneva, IPEC, 2009).

ILO. 1999. Targeting the intolerable: A new international convention to eliminate the worst forms of child labour. ILO. Geneva.

ILO. 2002. SCREAM – Stop Child Labour. Supprting Children's Rights through Education, the Arts and the Media. International Programme on the Elimination of Child Labour (IPEC), ILO. Geneva.

ILO. 2006. The end of child labour: Within reach. Global Report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work. ILO. Geneva.

ILO. 2010. Accelerating action against Child labour, Global Report under the follow-up to the ILO Declaration on fundamental Principles and Rights at Work. Report to the International Labour Conference, 99th Session 2010. ILO. Geneva.

ILO/IPEC. 2009. Combating child labour through education: A resource kit for policy-makers and practitioners. ILO. Geneva.

UNGASS. 2002. United Nations General Assembly resolution S-27/2, A world fit for children. UN. New York.

UNESCO. 2010. Education For All Global Monitoring Report 2010: Reaching the marginalised. UNESCO. Paris.

UNICEF. 2007. Climate change and children. UNICEF. New York.

4. References

ILO. 2002. SCREAM – Stop Child Labour. Supporting Children's Rights through Education, the Arts and the Media. International Programme on the Elimination of Child Labour (IPEC), ILO. Geneva.

ILO. 2010. Fact Sheet. Facts on Child Labour 2010. ILO. Geneva.

ILO. 2010. Accelerating action against Child labour, Global Report under the follow-up to the ILO Declaration on fundamental Principles and Rights at Work. Report to the International Labour Conference, 99th Session 2010. ILO. Geneva.

for Further Information, CONTACT:

Naomy Lintini
ILO – Lusaka Office
Email: lintini@ilo.org
Tel: (260) 211 25 7158

Victor P. K. Mensah
CYP Africa Centre
Email: vmensah@cypafrica.org.zm
Tel: (260) 211 294106

International Perspectives in Youth Entrepreneurship Training
www.bit.ly/ipyet | ipyet@cypafrica.org.zm | January - April 2011 | Zambia