

School Works!

Child Labour, The Right to Education and FAIRTRADE

Primary School Resource Pack



Acknowledgements

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Information contained in this pack has been drawn from a wide variety of sources including CESESMA and the *Sharing Our Lives* project, UNESCO, ILO, IPEC, UNICEF, The Irish Coalition for the Global Campaign for Education, School is the Best Place to Work, The FAIRTRADE Foundation, FAIRTRADE Mark Ireland, UN Food and Agriculture Organisation, Delaware City Coffee Company, Trócaire Lenten Campaign 2006 and CECOCAFEN.

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A final note of thanks goes to Liz Morris and Niamh McGuirk for their tireless work in compiling and editing the materials.

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INTRODUCTION

Over two hundred million children are involved in child labour worldwide. Many work in hazardous situations and conditions; working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. These children are everywhere but are invisible as they toil as domestic servants in homes, labour behind the walls of workshops or hide from view in plantations. These children are among the most vulnerable in the world. They are being deprived of their childhood and their basic rights.

In particular, they are being deprived of the right to education. Without an education these children are caught up in a vicious cycle of poverty and exploitation. At an individual level, lacking the basic skills of reading and writing, mathematics and language they are not afforded the opportunity to realise their talents and ambitions. At a social level, lack of education can limit community participation and economic prosperity.

There are many reasons for their situation but none that can justify it. Everyone has a responsibility to uphold the rights of others, everyone can play a role in the elimination of child labour. Many organisations promote access to education and work towards the elimination of child labour. One such organisation is FAIRTRADE, which provides a market for goods and pays producers and workers a fair price. This reduces the pressure on families to send their children to work and means that more children can spend time in school and on learning outside school.

As teachers, our role is to inform ourselves of these issues, highlight them and raise awareness of them among the children we teach and together proactively work to support its elimination. This INTO pack is designed to assist teachers in this role.

ABOUT SCHOOL WORKS!

This pack, *School Works!*, is the work of a collaborative Education Rights Development project between the INTO and CESESMA (Centre for Education in Health and the Environment) in Matagalpa, Nicaragua, supported by funding from Irish Aid. The project focuses on three inter-related developmental issues, with special relevance to teachers, children and young adults in both societies: Child Labour, the Right to Education and FAIRTRADE.

A group of practising primary school teachers formed the project's working group with responsibility for researching and designing the materials in this pack. These teachers who formed the working group have many years teaching experience across a wide range of primary school settings. They have collective experience in pre-service and in-service teacher-training, course-design and delivery. They also share experience in writing and developing teaching guides and resource material for educational and other publishers, international developmental agencies, and for the INTO.

The materials are informed by the working group's study trip to CESESMA in July 2006. The group's itinerary was co-ordinated by CESESMA and the INTO Professional Development Unit. The itinerary focused on CESESMA's *Sharing Our Lives* project. This project involved two groups of children from Santa Marta and Guadalupe schools, many of whom are involved in child labour, writing and drawing about their lives. The group met these children and their CESESMA community workers, visited local schools to meet with teachers and children, met with school cluster representatives, with representatives of the Nicaraguan Teachers' Union (ANDEN), with Ministry of Education representatives, local politicians, local FAIRTRADE associations and local education activists. The visit also included visits to several coffee plantations and an overnight stay with families working on one such plantation.

On return to Ireland, the children's stories were translated and, combined with some of their photographs, now form the basis for the composite

ABOUT SCHOOL WORKS!

stories in this pack, lending a unique and authentic voice to the lessons. Given the significant impact visual images have, care has been taken to ensure that the images used preserve the dignity of the subjects. A balanced selection of images has been used to convey diversity of people and situations and a context has been provided for all the images used.

The lessons all follow closely the Primary School Curriculum, and both curriculum aims and specific lesson objectives are highlighted at the start of each lesson. Integration, when such occurs, is also suggested in order to help teachers to identify possibilities for cross-curricular learning. The lessons are presented in clear step-by-step format, and reflect the progressive and developmental nature of the pack. Specific curricular aims and general objectives targeted in this pack are listed below.

Lessons may be taught sequentially, or teachers might prefer to plan to teach the units to coincide with those appropriate days or weeks marked by specific programmes or festivals. For example the units on child labour might be taught in the weeks leading up to International Day Against Child Labour on 12th June. The units on FAIRTRADE might be planned for that fortnight in spring when posters, promotions and advertisements encourage people to make a difference to the lives of producers in the developing world by supporting FAIRTRADE.

SCHOOL WORKS! AND THE PRIMARY SCHOOL CURRICULUM

This pack directly supports the following specific aims and general objectives from the curriculum:

Specific aims

- To enable children to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically
- To enable children to develop a respect for cultural difference, an appreciation of civic responsibility, and an understanding of the social dimension of life, past and present
- To enable children to develop skills and understanding in order to study their world and its inhabitants and appreciate the interrelationships between them
- To enable children to develop personally and socially and to relate to others with understanding and respect

General objectives

- To develop a positive awareness of self, a sensitivity towards other people, and a respect for the rights, views and feelings of others
- To develop self-discipline, a sense of personal and social responsibility, and an awareness of socially and morally acceptable behaviour
- To develop the capacity to make ethical judgements informed by the tradition and ethos of the school

Reference:

Primary School Curriculum, Introduction, 1999, pp34 – 35

CURRICULUM AREAS COVERED BY *SCHOOL WORKS!*

CLASS LEVEL	LESSON	CURRICULUM AREA	STRAND	STRAND UNIT
Junior / Senior Infant Classes UNIT 1	Background to Nicaragua: Getting to Know Roberto (Lessons 1 and 2)	Geography	Human environments	People and places in other areas
Junior / Senior Infant Classes UNIT 2	Child Labour: Helping at Home	Geography	Human environments	Living in the local community – people at work
Junior / Senior Infant Classes UNIT 3	The Right to Education: Drawing Together	English	Oral language	Emotional and imaginative development through language
Junior / Senior Infant Classes UNIT 4	FAIRTRADE: Let's Be Fair and Share	SPHE	Myself and others Myself and the wider world	Relating to others Developing citizenship
First / Second Classes UNIT 1	Background to Nicaragua: Similarities and Differences	Geography	Human environments	People and places in other areas
First / Second Classes UNIT 2	Child Labour: Odd Jobs (Lessons 1 and 2)	English Geography	Oral language Human environments	Developing cognitive abilities through language People and places in other areas
First / Second Classes UNIT 3	The Right to Education: The A – Z of Going to School (Lessons 1 and 2)	English SPHE	Oral language; Reading; Writing Myself	Competence and confidence in using language Self-identity – making decisions
First / Second Classes UNIT 4	FAIRTRADE: Banana in My Lunchbox (Lessons 1 and 2)	Science	Living things	Plants and animals – processes of life
Third / Fourth Classes UNIT 1	Background to Nicaragua: More Similarities and Differences	Geography	Human environments	People and other lands
Third / Fourth Classes UNIT 2	Child Labour: Children's Work (Pre-lesson Activity, Lessons 1 and 2)	English SPHE	Oral language Myself and the wider world	Developing cognitive abilities through language Developing citizenship – local and wider communities
Third / Fourth Classes UNIT 3	The Right to Education: The Importance of School (Lessons 1 and 2)	SPHE Visual Arts	Myself and the wider world Clay	Developing citizenship – local and wider communities Developing form in clay Looking and responding
Third / Fourth Classes UNIT 4	FAIRTRADE: Is it Fair? Introduction to FAIRTRADE	SPHE	Myself and the wider world	Developing citizenship – local and wider communities
Fifth / Sixth Classes UNIT 1	Background to Nicaragua: Getting to Know Nicaragua (Lessons 1 and 2)	Geography	Human environments Natural environments	People and other lands – an environment in a non-European country, Trade and development issues Physical features of Europe and the world
Fifth / Sixth Classes UNIT 2	Child Labour: Causes and Consequences of Child Labour	SPHE	Myself and the wider world	Developing citizenship – National, European and wider communities
Fifth / Sixth Classes UNIT 3	The Right to Education: Links to Learning - The Chains That Bind	Geography	Human environments	People and other lands – an environment in non-European country Trade and development issues – development and aid
Fifth / Sixth Classes UNIT 4	FAIRTRADE: Coffee – Make it Fair (Lessons 1 and 2)	Geography SPHE	Human environments Myself and the wider world	People and other lands – an environment in a non-European country Developing citizenship – National, European and wider communities

CESESMA

CESESMA, the Centre for Education in Health and the Environment, is an independent non-government organisation working with children and young people in the coffee-growing area of northern Nicaragua. Here dependence on coffee production leads to a high incidence of child labour and associated social problems. CESESMA is a team made up almost entirely of Nicaraguans, most of them local people. Although CESESMA depend on overseas support and solidarity to fund their work, it is self-governing and independent of any external agency.

The challenge

Some of the world's finest coffee is grown in the remote mountains of northern Nicaragua. The Nicaraguan coffee industry employs many thousands of child workers who work long hours every day in difficult and dangerous conditions, receiving little or no payment for their efforts. Almost all drop out of school early. Some have no opportunity to go to school at all. The globalised coffee market has little respect for the rights, much less the dreams, of these children. The consequence is unemployment, hunger and destitution in these remote mountain communities.

An alternative vision of rural community education

CESESMA is developing a new approach to community education, designed in response to the reality lived by children and young people working in Nicaragua's coffee zone. It is founded on the rights established in the Convention on the Rights of the Child, ratified by Nicaragua in 1990. This approach supports children and young people in developing new skills and capacities which enable them to take on an active role, working for change and transformation at a personal, family and community level. Primarily focused on the children and young people themselves, CESESMA's skilled team of local community educators also works in partnership with parents, teachers, community leaders and others.

This educational strategy enables the young people to move from creative activity, reflection and analysis to the search for solutions and planning of joint community action to confront and transform their challenging and exploitative situation.

Source Harry Shier, CESESMA

For more information see www.cesesma.org



Working group and some members of CESESMA

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BACKGROUND INFORMATION ON NICARAGUA

Nicaragua, or República de Nicaragua, is in Central America, often called Latin America. It is bordered on the north by Honduras and to the south by Costa Rica. Its western coastline is on the Pacific Ocean, while the east side of the country is on the Caribbean Sea. With an estimated population in 2008 of 5 785 846, and a density of 47 per sq km, the Republic of Nicaragua is the largest but most sparsely populated country of Central America. It covers a total area of 129 494 square kilometres and contains a variety of climates and terrains. More than two-thirds of the country's population is concentrated on the western side of the country. In the mountainous central region, coffee plantations dominate the slopes. To the east the roads built to transport the coffee harvest gradually disappear and terraced hillsides give way to tropical rainforest. The Pan-American Highway, running north from capital city Managua, is the country's best-kept road and a vital link for the transportation of agricultural produce.

The country's name comes from 'Nicarao', the name of the Náhuatl-speaking tribe that lived on the Pacific coast and on the shores of Lago de Nicaragua in 2000 BC and 'agua' (water) because of large lakes such as Lago de Nicaragua and Lago de Managua (once called Xolotlán) as well as lagoons and rivers. Lago de Nicaragua and Lago de Managua are freshwater lakes joined by the Río Tipitapa. Lake Nicaragua is the largest body of freshwater in Latin America. Several large islands lie in the lake and Ometepe, the biggest, has two volcanoes. Nicaraguans claim it also has the only freshwater sharks in the world.

Ruled over by Chief Nicarao when the first conquerors arrived, this people's culture and language were probably influenced by the Aztec and the Mayan kingdoms to the north. Náhuatl (pronounced na-wha-til) was widely spoken and remnants of the Náhuatl language are found in the Spanish spoken by 97% of present-day Nicaraguans. Unlike their Mayan neighbours, these original Nicaraguans didn't leave any striking monuments or written history.

Spanish Colonisation

The Spanish colonial empire didn't expand into Nicaragua until the early sixteenth century when the conquistadors met three indigenous groups: the Nicaíndios, the Chorotegano and the Chontal. Often at war with one another, the caciques or tribal leaders didn't unite to repel the Spanish invaders and therefore allowed the Spanish to establish themselves.

Independence

Spain didn't withdraw from Central America until 1821, when Nicaragua and four other Central American states declared their independence on 15th September, now Independence Day in Nicaragua. They later became part of the Mexican empire but broke away in 1823 and formed the United Provinces of Central America. Nicaragua's flag was adopted in 1908 from that of the United Provinces of Central America.

The United States and Nicaragua

In 1838 Nicaragua left the union and, less than twenty years later a US adventurer, William Walker, invaded the country, declaring himself president and English the official language. The US established control over the Nicaraguan economy, crushed a people's uprising and remained in the country until forced to leave by the successful military campaign led by César Augusto Sandino whose resistance to US imperialism made him a national hero.

The Somoza period

Following the assassination of Sandino in 1934, Nicaragua was plunged into forty years of repression and violence as the dictatorship of Anastasio Somoza took hold, with American support. Somoza, who had ordered the assassination of Sandino, was himself assassinated in 1956 and was succeeded as president by his son Luis, and

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by another son, Anastasio Somoza Debayle, in 1967. The extended Somoza family ruled Nicaragua with an iron fist, exiling political enemies and amassing a family fortune, even diverting much of the international aid sent to the country when an earthquake destroyed Managua in 1972. In the same year, President Somoza turned over power to a civilian junta. A presidential election was held in 1974, and Somoza was elected to a six-year-term.

The Sandinistas

In 1961, inspired by the Cuban revolution, the Frente Sandinista de Liberación Nacional (FSLN) was formed by Carlos Fonseca, Tomás Borge and Silvio Mayorga in Honduras. When the FSLN launched an offensive in 1979, Somoza fled the country after seven weeks of fierce fighting and the Sandinistas assumed power, under the leadership of Daniel Ortega. The new revolutionary government was immensely popular and gave priority to the basic economic and social needs of the people. A National Literacy Crusade launched in 1980 took 100 000 volunteers into the countryside, giving people the opportunity to learn to read and write. Within a year the illiteracy rate fell from fifty to thirteen percent. Free education became available as primary and second-level schools were built. Medical students and nurses taught people how to build latrines and to clean wells, infant mortality was halved and polio eradicated.

Counter-revolution and the victory of Chamorro

Attempts to redistribute land and wealth unleashed a hostile response from the United States which in 1981 under President Ronald Reagan suspended US aid, imposing crippling sanctions and financing, training and arming the 'Contras'. The US government spent \$300m to support this notorious terrorist force, in a sustained campaign to overthrow the fledgling democracy. This intervention financed a vicious

civil war which claimed the lives of up to 50 000 people.

Although the World Court ruled that the US war against Nicaragua was in violation of international law, the US refused to accept the jurisdiction of the Court or to pay the estimated £12 billion damage to the country's infrastructure. The sheer scale of the destruction inflicted completely destroyed the Nicaraguan economy and demoralised the war-weary electoral base of the Sandinistas.

Eleven years of Sandinista rule ended when Violetta Barrios de Chamorro led a coalition to victory in the 1990 elections and a succession of neo-liberal administrations, the most recent under the presidency of Enrique Bolanos, began to dismantle the achievements of the Sandinistas, transforming Nicaragua beyond recognition. Their support for radical economic reforms pushed a growing number of people below the poverty line and unemployment is still endemic. An estimated 70% of the population is unable to adequately feed and clothe itself and some 60% is out of work. Cuts in spending on health and education, the removal of food subsidies and the loss of agricultural credit combined to worsen the situation of the majority. In October 1998, when Hurricane Mitch struck the country, with days of torrential rain and winds of up to 200 miles per hour battering everything in sight, a team of Cuban doctors, experienced in disaster relief work, was refused entry by then President Arnaldo Aléman, who said that Nicaragua had enough medical expertise of its own to deal with the situation.

Elections 2006

In 2006, Daniel Ortega returned to power. He said he wanted to end 'savage capitalism', claimed that his revolutionary days were over, and that his main priority now is to secure foreign investment to help to ease poverty for the almost 80% of Nicaraguans living on \$2 a day, or less. Ortega

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took office in January 2007 and the US has pledged to work with his government 'based on their commitment to and actions in support of

Nicaragua's democratic future', according to a spokesman for the White House National Security Council.

Map of Nicaragua



BACKGROUND INFORMATION ON NICARAGUA

Education in Nicaragua

A teacher's life in Nicaragua is similar in many ways to that of a teacher in Ireland. The main concerns are with the everyday business of teaching and learning, attainment and assessment, and generally caring for the education of the children. Schools have a two-year preschool cycle followed by a six-year mainstream cycle. Children are required to pass end-of-year exams to move up a grade. This, coupled with the reality that many children are absent from school because they must work and that there is no support-system for children with special educational needs, results in most classes of children having a wide range of ages and abilities. Children study five core subjects: Spanish, Maths, Science, Civics/History and PE. There is a high quality of education on offer despite a shortage of books and basic teaching and learning resources.

The structure of the educational system is markedly different to that in Ireland. There are two official layers of bureaucracy between the Ministry (Department) of Education and schools. Schools are organised into nuclei of between ten and thirteen schools. One principal is in charge of all the schools in the nucleus. This means that (s)he is likely to have to travel six to seven km between schools, either by bicycle or on foot. A teacher in each school is nominated to take responsibility for the school while the principal administers his/her cluster. School organisation is currently changing, with many clusters being organised into regional groupings for the administration of funding initiatives and curriculum development. The school year runs from January to October, with two months of holidays in November and December. Many schools are painted blue and white, to link with the national flag, and most school uniforms are also blue and white. Many teachers train on the job, especially in rural areas, due to teacher shortage and inadequate teacher training opportunities and facilities.

Although education is seen by many Nicaraguans in rural areas as one of the keys to change and development, access to schooling is not always a given. This can be due to economic factors – where coffee picking is the family's main source of income, children can be kept out of school from November to February to help with the coffee harvest in order to increase the family earnings.

Access to education in Nicaragua

Trócaire's Nicaragua campaign of 2006 revealed that some 800 000 children, out of a then population of some 5.6 million, are excluded from the education system. The campaign featured a nine-year-old boy, Jaime Ruiz, who had not managed to get past first class in primary school as every year he was forced to drop out of school in order to harvest coffee. Compulsory education is not enforced so it is perhaps surprising that the literacy rate, estimated at 80% in 2006, is quite so high.

According to most recent UNESCO figures (general information – education in Nicaragua) 15% of government spending, or 3.1% of GDP, goes to education and the pupil/teacher ratio in primary schools is 35:1.

The figures also show that:

- 52% of children are enrolled in pre-primary education
- 90% of girls and 90% of boys are in primary education
- 47% of girls and 40% of boys are in secondary education
- 73% of children complete a full course of primary education

Source UNESCO Institute for Statistics

Defining Child Labour

Not all work done by children should be classified as child labour that is to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development, or interfere with their schooling, is generally regarded as being something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.

The term 'child labour' is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children
- interferes with their schooling by:
 - depriving them of the opportunity to attend school;
 - obliging them to leave school prematurely; or
 - requiring them to attempt to combine school attendance with excessively long and heavy work.

In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age. Whether or not particular forms of 'work' can be called 'child labour' depends on the child's age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual countries. The answer varies from country to country, as well as among sectors within countries.

Some Definitions of Child Labour

Child Work:

Children's participation in economic activity, ie participation that does not negatively affect their health and development or interfere with education, can be positive. Light work is accepted for children from thirteen years and up (twelve years in developing countries.)

Child Labour:

This is more narrowly defined and refers to children working in contravention of the above standards ie work that interferes with the child's education, is dangerous or in other ways harms the physical, mental or social well-being of the child.

Worst Forms of Child Labour:

These involve children being enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities and exposed to hazardous work.

Bonded Labour:

This takes place when a family receives an advance payment to hand a child – boy or girl – over to an employer. In most cases the child cannot work off the debt, nor can the family raise enough money to buy the child back. The workplace is often structured so that 'expenses' and/or 'interest' may be deducted from a child's earnings in such amounts that it is almost impossible to repay the debt. In some cases, the labour is generational – that is, a child's grandparent or even great-grandparent was promised to an employer many years earlier, with the understanding that each generation would provide the employer with a new worker – often with no pay at all.

Slavery:

Slavery is when a child is sold or given away to somebody who forces him or her to work. Sometimes the parents give away their children to pay off old loans, sometimes they do it to put food on the table. Prostituted children are often traded in this way. Slavery is illegal in almost all countries.

CHILD LABOUR WORLDWIDE

More than two hundred million children are engaged in child labour (source: ILO). Of those, almost three-quarters work in hazardous situations or conditions: working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. These children are everywhere but are invisible, toiling as domestic servants in homes, labouring behind the walls of workshops or hidden from view in plantations.

Millions of girls work as domestic servants and unpaid household help and are especially vulnerable to exploitation and abuse. Millions of others work under horrific circumstances. They may be trafficked (1.2 million), forced into debt bondage or other forms of slavery (5.7 million), into prostitution and pornography (1.8 million), into participating in armed conflict (0.3 million) or into other illicit activities (0.6 million). However, the vast majority of child labourers – 70% or more – work in agriculture.

Statistics show that:

- The Asian and Pacific regions harbour the largest number of child workers in the five to fourteen-year-old age group, 127.3 million in total. (19% of children in the region work.)
- Sub-Saharan Africa has an estimated forty-eight million child workers. Almost one child in three (29%) below the age of fifteen works.
- Latin America and the Caribbean have approximately 17.4 million child workers. (16% of children in the region work).
- 15% of children work in the Middle East and in North Africa.
- Approximately 2.5 million children are working in industrialised and transition economies.

International Programme on the Elimination of Child Labour

The ILO's International Programme on the Elimination of Child Labour (IPEC) was created in 1992 with the overall goal of the progressive elimination of child labour. It aims to achieve this through strengthening the capacity of countries to deal with the problem and promoting a worldwide movement to combat child labour. IPEC has operations in some eighty-eight countries, with an annual expenditure on technical co-operation projects that reached over US\$74 million in 2006. It is the largest programme of its kind globally and the biggest single operational programme of the ILO.

The number and range of IPEC's partners have expanded over the years, and now include employers' and workers' organisations, other international and government agencies, private businesses, community-based organisations, NGOs, the media, parliamentarians, the judiciary, universities, religious groups and, of course, children and their families.

IPEC's work to eliminate child labour is an important facet of the ILO's Decent Work Agenda. Child labour not only prevents children from acquiring the skills and education they need for a better future, it also perpetuates poverty and affects national economies through losses in competitiveness, productivity and potential income. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contribute directly to creating decent work for adults.

Sources International Labour Organisation (ILO) and UNICEF websites

Setting Target Group Priorities

While the goal of IPEC remains the prevention and elimination of all forms of child labour, the priority targets for immediate action are the worst forms of child labour. These are defined in the ILO Convention on the Worst Forms of Child Labour, 1999 (No. 182) as:

- all forms of slavery or practices similar to slavery such as the sale and trafficking of children
- debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties
- work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children

The Importance of Education in the Elimination of Child Labour

The most effective approach to the elimination of child labour is the active involvement of children in education. Education provides children with knowledge and skills and ultimately the foundation for a better life not only in terms of employment opportunities but also in personal, social and health terms. Issues that create barriers to education in many developing countries include affordability, accessibility, and quality of education infrastructure and resources – including teachers. Many organisations focus on actively promoting and organising education initiatives to support vulnerable children access quality education.

Some of these organisations/campaigns include:

The Education For All (EFA) Movement

This movement was launched by UNESCO in 1990. It is a global commitment to providing quality basic education for all, not only children but also adults. Their initial commitment including a World Declaration of Education for All was reaffirmed in 2000 at the World Conference on Education for All in Dakar, Senegal. They identified six key education goals to meet the learning needs of all children by the year 2015.

For further information see www.unesco.org

Irish Coalition for the Global Campaign for Education

The Irish Coalition for the Global Campaign for Education was founded in 2000 and is a member of the Global Campaign for Education (GCE). The aim of GCE is ‘to mobilise public pressure on governments to fulfil their promises to provide free quality education for all’. It is an awareness-raising, human rights-based campaign working to raise awareness of the Education for All agreements in the education sector and in broader Irish society. Members of the GCE include various Irish NGOs and teacher unions. Each April GCE runs a Global Week of Action which officially highlights the Education for All goals and allows the public, especially schools, to participate in the campaign.

For further information see

www.campaignforeducation.ie

School is the Best Place to Work

'School is the Best Place to Work' campaign is run by the Alliance 2015 network of development organisations. Organisations of three European countries participate: Ireland, the Netherlands and Germany. Within Ireland, the campaign is supported by the Irish Congress of Trade Unions

CHILD LABOUR WORLDWIDE

and the teachers' unions (Association of Secondary Teachers of Ireland, Teachers' Union of Ireland and Irish National Teachers' Organisation). The campaign receives financial support from the European Union. The ultimate aim of 'School is the Best Place to Work' is to eliminate child labour through the provision of full-time formal education. The campaign calls on the governments of the Netherlands, Ireland and Germany and the European Union to:

- Create a coherent policy on the elimination of child labour linked to the provision of full-time, formal education for all children up to fourteen years of age.
- Ensure that European Union members work together to allocate at least 8% of Overseas Development Aid to formal primary education, including strategies to integrate all out-of-school children into the education system.
- Make provisions in Overseas Development Aid to ensure that girls and young children from vulnerable groups (including those living in absolute poverty) are integrated into the formal school system.

For further information see

www.schoolisthebestplacetowork.org

Educational Material on Child Labour

We acknowledge that this pack is one of many that explore the issues of child labour. One of the most relevant sources of educational material to inform teachers and to use with children is that produced by the International Programme on the Elimination of Child Labour (IPEC). These materials include:

- *The Invisible Child (2004)*. This is a basic brochure for teachers and educators on the issue of child labour with a focus on child domestic labour. It gives background information as well as practical and awareness-raising activities that would introduce the theme to pupils. This brochure can be downloaded on www.ilo.org/ipecc

- *Child Labour – An Information Kit for Teachers, Educators and their Organisation (2003)*.

This kit includes four books. Book 1 details the causes, nature and consequences of child labour, the rights of the child and the role of education in preventing and addressing child labour. Book 2 details the role of teachers and their organisations in combating child labour. Book 3 details IPEC's strategies in combating child labour through education. Book 4 is a user's guide to the kit. The kit can be downloaded on www.ilo.org/ipecc

- *SCREAM Stop Child Labour – Supporting Children's Rights through Education the Arts and the Media (2002)*. This pack consists of a series of booklets and a CD-ROM of photographs. While mostly suited to senior classes and teenagers it provides useful ideas that could be adapted to suit younger children. This pack is available from IPEC.

Other materials are widely available on the internet and can be sourced via a search engine. However, it is essential to evaluate all materials regarding their appropriateness, both at a curriculum level and at an age-appropriate level.



Preschool child in Nicaragua

CHILDREN WORKING IN NICARAGUA

Some of the main everyday jobs that children in rural Nicaragua do include gathering wood for the fire, hauling water, grinding corn for the tortillas, grinding coffee and child-minding. In the few relatively affluent areas, some children go door-to-door selling tortillas and coffee, products they also try to sell on the street in the villages and towns.

Going into the forest to gather wood is dangerous because of the poisonous snakes, particularly as the children are often barefoot or in flip flops. Another danger to be found in the forest is a worm that falls or crawls from the leaves and that can burrow into the scalp. It then forms pus-bumps that are extremely painful to remove. Usually wood is collected in the evening for use the next day as it is needed for cooking corn and beans in preparation for the morning. Tortillas and beans are staple foods in most households. The beans need a lot of boiling so much wood is needed.

Early morning work includes grinding the corn for the tortillas, using a small metal grinder fixed to the table. It is backbreaking work and children might grind corn for over an hour. This work starts before dawn (five am at the latest) and is done by candlelight in some parts of the countryside. The tortillas taste better the more the cornflour ground, and so it may be put through the grinder up to three times. The fire is used for roasting the coffee beans before grinding them. Ground coffee is sold in small plastic bags door-to-door or on the street, in anything from 100g to 500g amounts. Those people who can afford to buy it prefer their coffee to be freshly ground each day.

Hauling water is the other big job that most children have to do. Few houses, particularly those in rural areas, have a convenient source of water for washing or drinking. Therefore many people go to rivers and streams to bathe and do laundry. For cooking and drinking purposes, children haul the water either from the river or from the pump in the village square or community centre, which could be the chapel or the clinic. It wouldn't be

unusual to see children as young as ten struggling with twenty-litre buckets of water. Again this job is done barefoot or in flip flops and there is the ever-present danger of snakebite or of picking up parasites. In many cases the water is contaminated and has to be boiled, which means more wood needs to be collected. When the water is not boiled properly, people may get parasite-related sicknesses.

Minding children is the lot of many from a very early age. It is not uncommon to see five-year-olds carrying a younger brother or sister. Children are expected to watch out for the younger ones when parents have to go out to work, or when they go visiting.

One Child's Experience

'The coffee harvest takes place between November and February and is a labour-intensive industry, providing employment for tens of thousands of men, women and children. The children, some as young as six years old, help their parents during coffee picking time, when they are on holiday from school. The coffee beans have to be picked by hand because they all ripen at different times and the workers are paid according to what they pick – they earn 8 córdoba (45 cents) per 10kg basket. The work is hard, back-breaking and supervisors check the work, sometimes beating workers if they leave coffee beans on the plant or pick beans that are not ripe. Adult workers on privately-owned plantations get paid 29 córdoba (about ⇔ 1.50) for eight hours work a day, though sometimes they must travel to other plantations to work, leaving home at 2am and arriving home at 5pm'.

- from Jaime's Story, Trócaire Campaign 2006

This excerpt has been reproduced with kind permission from Trócaire.

For further information see www.trocaire.ie

CHILDREN WORKING IN NICARAGUA

Other Forms of Child Labour

Work on plantations and farms:

When the fruit and vegetable crops are ripe there is plenty of work to be done and many children are kept from going to school in order to work with their parents in the fields.

Street-vending, particularly in urban areas:

Many children work for or with their parents selling drinks, snacks, sweets, chewing gum etc on the streets in towns and cities. Some act as messengers for stall-holders. Other children shine shoes or wash car windows.

Pothole-filling:

Many of the roads in Nicaragua are very poorly maintained and contain many potholes. A lot of these roads are busy with heavy traffic. Children, using a variety of tools and sticks, fill the potholes in with earth and stones and then hold their hands out to passing motorists seeking payment for the service they have provided.

Work in offices and factories:

Some children do messenger work in offices, or tidying-up work in factories. Others work with and without machines, manufacturing goods for sale.

Domestic work:

Many girls are sent to work in the houses of people who are rich. They may have to work for up to ten hours a day and without the benefits that other workers enjoy.

Scavenging:

Some children go to the city's rubbish dump scavenging for odds and ends that might be useful or even valuable.



Some Reasons Why Children Work

- Inadequate employment opportunities for adults
- Inadequate income necessitates a variety of incomes to provide for family members, especially where families are large
- Some jobs require small hands and bodies (sewing, crawling in small spaces)
- Many agricultural jobs pay by the amount of produce picked, a system that encourages families to bring more children into the fields to help collect/pick produce
- It is cheaper for employers to pay small children and so jobs are often offered only to children and not to their parents; parents then have no choice but to let their children earn the family income
- Many families around the world are unfamiliar with the rights of their children and think that it is perfectly usual and acceptable to send children to work
- Girls are often kept at home to look after younger children and to do housework
- Families think that school won't help their children to survive and so they send children to work where they can make money to feed themselves and family members
- Migrant children don't live in one place long enough to attend school, instead these children work in the fields and factories with their parents
- Many poor families can't afford to send their children to school



BACKGROUND INFORMATION ON CHILDREN'S WORK IN TIMES GONE BY

Until relatively recently, most children around the world were expected – and often forced to – work as soon as they were ‘old enough’. The following are just some of the many jobs or positions held by children in times gone by:

Apprentices: ‘Lucky’ children who became apprentices in trades like stitching, carpentry or stone-masonry.

Chimney sweeps: Small children, sometimes as young as six-years-old, who crawled up chimneys and cleaned out the soot. They often worked twelve-hour days.

Newsies: Children, mostly boys, who sold newspapers on street corners.

Oyster shuckers, shrimp pickers and gillie boys: Children who helped the fishermen to cut fish, bait hooks, pull nets and pick shrimp.

Loblollies: Boys who were surgeons' assistants and worked on military ships.

Office boys: Young boys who sharpened pencils, stuffed envelopes, swept floors and did messages.

Powder monkeys: Boys who worked on warships and at forts, carrying gunpowder to the cannons during battle.

Street Vendors: Children who sold goods on city streets, eg vegetables, muffins, peanuts, sweets, hot corn, baskets, neckties etc.

Waterboys: Children who brought water to farm and construction crews while they worked.

Shoeshine boys: Boys who worked on streets shining the shoes of people passing by.

See BBC site on children at work in Victorian times
<http://www.bbc.co.uk/schools/victorians/standard/work/>



Azalia pulling beans



Nestor carrying water



TESTIMONY OF ARLEN OCHOA ALEMAN

I was born in the Matagalpa hospital on June 7 1985. I live in Las Delicias, a community of the Yasica Sur in the municipality of San Ramón.

I used to work on the coffee plantation when I was very small. We used to fertilise coffee or prune coffee bushes. At harvest time, I'd go pick coffee cherries with my mom and sister, now deceased. We'd work from six in the morning till five in the evening, all season long. We'd leave the house when it was still dark out, going to the 'El Renacer de San Miguel' hacienda, and it took us almost two hours to walk there. On the last pick of the coffee trees (when all the remaining cherries are picked regardless if they are ripe) we'd leave the farm even later, because we'd have to sort the green from red cherries.

We quit school to help my mother work in the fields because alone she couldn't make enough to feed us. A five-gallon container full of coffee cherries brought in five córdobas, and sometimes she'd pick five in a day. They'd pay every fortnight. When I worked with my sister we'd get fifteen córdobas a day.

By the time I was eight, I was already picking alone. I thought it was OK work, and I liked to help my mom keep up the home. But it was bad because we were little and those twelve-hour days were bad for our health. I think that's how my sister got sick and died. When it was raining we had to walk almost two hours to the plantation, and work while all wet and uncomfortable. And the food they gave us was terrible.

The hardest thing about it was that they were always yelling at us, saying we didn't know how to do anything, that we were worthless. That was depressing and affected our self-esteem. The same thing happened sometimes at home, with my mom yelling at me and hitting me for things I didn't do. I remember I felt so bad at times when she wouldn't believe me, I wanted to run away.

Study Opportunities

My first memories of school are not too pleasant. I was six-years-old when I entered first class and I didn't know anybody. My sisters were already in higher classes, so I was sad at first, but gradually made friends. I didn't get to know any males because at home I'd been told to only mix with the girls, because boys were very foolish. From first to fourth class I was at the Los Placeres primary school in Yasica Sur. Then I had to drop out because my mother didn't have enough money to buy school materials. Things got better when I started to work with the CESESMA project as they helped me through fifth and sixth class. My mom requested help from Guadalupe (Lupita), one of their case workers, and she managed to secure some support from CESESMA so I could get notebooks and pencils. That's how I was able to register anew.

When my sister died I was about to drop out completely. I was totally depressed because we had been inseparable, but I got it together and when I decided to return to classes they'd already been in session for three months. Guadalupe spoke to the teachers so they'd accept me, but I had to go to school in La Lima. I had to walk ten kilometers every day because in Las Delicias there was no sixth class.

Community Work

With support from CESESMA, we organized a group of boys and girls in the community to reflect on our rights. We also got into dance, crafts and other community service projects, and that's how I began to socialize and interact with other people. I also worked with parents, inviting them to meetings. They paid attention and now I know they support me, and that I mean something to them, to my community and to my family. I have learned about many issues which I've shared with my mother. She no longer scolds or hits me. On the contrary, now we sit down and chat like two friends. She always gives me advice, and I think it's usually pretty good.

TESTIMONY OF ARLEN OCHOA ALEMAN

New Stage in Life

I discovered my vocation as a teacher in the year 2000, when I was picking coffee and a girl asked me to help her teach pre-school kids for three months. I did it because I'd worked with children on farms and in workshops, so I had a lot of self-confidence. When I accepted that job as teacher I felt my life change. I'm currently working as a pre-school teacher at the La Cumplida hacienda, so I live outside my community. I've learned so many things, like working with children, coordinating with parents, even dance techniques to teach my students! I teach twenty-five kids at preschool level, sharing all the knowledge I've accumulated with CESESMA on such topics like gardening, health, environment and children's rights as found in the Labor Code.

This whole process has been so important for me, and I feel I've established a solid base of communication with both the kids and parents. When I do my lesson plans it's easier after studying with CESESMA, and I can use things like 'dynamic games', which they really like. In my community and where I teach they pay attention to what I do. With my salary I've been able to help my mother settle her debts, because no one from my home was working except my brother, but he only brought in enough to pay for food.

I think I'll continue with my studies and be able to make more money. I believe I can do it with the help of my family, putting my shoulder to the load, and always sharing what I learn each day.

Personal Satisfaction

When I see other kids still working in the coffee fields, I remember how I had it. One suffers physically and psychologically in that work, because mothers hit the kids and insult them if they don't want to go. What's more, there are dangerous animals in the plantations.

Children suffer psychologically too, because they get this idea they're loafers, disobedient and inconsiderate. This leaves a scar inside. It happened to me, and I know a lot of these kids don't value themselves for what they really are. For these reasons I think it's one of the worst forms of child labor.

The past has been left behind. Now I feel satisfied and happy. There was a time in my life when I thought I'd never get out of the fields, but I was wrong.

My life has changed greatly. I continue to work, but now in something I really like. I enjoy working and sharing what I've learned with children.



Arlen was interviewed by Harry Shier, CESESMA.

FAIRTRADE WORLDWIDE

'Before you finish eating your breakfast this morning you've depended on half the world. This is the way our universe is structured ...

We aren't going to have peace on earth until we recognize this basic fact.'

- Martin Luther King Jr

The experience of globalisation for some of the world's most vulnerable people has been increasing income inequality, job losses and environmental damage. FAIRTRADE pays producers a fair price for goods, giving consumers the opportunity to help redress the imbalance between rich and poor, and to break the poverty cycle. It has experienced increasing success in the past ten years.

The products, identifiable by a distinctive logo, are traded through an independent system that ensures fair prices and better conditions for the farmers and workers involved. Worldwide there are many thousands of FAIRTRADE Mark products and the range in Ireland is growing all the time.

One of the main benefits producers receive from trading with FAIRTRADE buyers is the financial guarantee it gives them when selling their crops. This allows flexibility to invest socially in their farms and in co-operative plantations. This social premium can be invested in education and local infrastructure allowing greater opportunities for workers' children to gain employment outside farming.

FAIRTRADE products include:

fresh fruit and juices	wines and beers	coffee
cocoa and chocolate	tea	herbs and spices
cotton products	honey	nuts and snacks
sugar and confectionary	preserves and spreads	flowers

FAIRTRADE MARK IRELAND

FAIRTRADE Mark Ireland is an independent charity that awards the FAIRTRADE Mark to products that meet international FAIRTRADE standards. It is supported by all the main developmental organisations and also by the Irish Congress of Trade Unions (ICTU). FAIRTRADE Mark Ireland is the Irish member of FAIRTRADE Labelling Organisations International (FLO), the organisation that sets standards and certifies producer groups as meeting these standards. In 2003, Clonakilty became Ireland's first FAIRTRADE town and now there is a move to get a similar status for Dublin, which would make

it Europe's first FAIRTRADE capital. In February 2008, there were thirty-one FAIRTRADE towns in Ireland with a further thirty towns working towards achieving FAIRTRADE status.



For further information see www.fairtrade.ie

BACKGROUND INFORMATION ON BANANAS

As the banana is a most popular item in children's lunchboxes and a FAIRTRADE product it is used as a focus in some of the lessons in this pack. The following background information is intended to support teachers' own knowledge about the banana. Further details to support the set of photographs on the Production Cycle of the Banana are given on page 41 of the First and Second Classes Lessons.

The banana is the most popular fruit and the fourth most important crop in the world, after rice, wheat and maize. It is a native fruit of tropical Asia. The top banana-producing nations are India, Brazil, China, Ecuador, Philippines, Indonesia, Costa Rica, Mexico, Thailand, Colombia and Burundi.

The banana's scientific name is 'musa sapientum'. It is not a tree, but a high herb which can grow up to fifteen metres high. It is a perennial plant that replaces itself. Its peak season is during the rainy season. Banana plants have one big, purple flower and each plant produces a single bunch of bananas. The time between the planting of a banana plant and the harvesting of the banana bunch ranges from nine months to one year. The flower appears in the sixth or seventh month. Bananas prefer a tropical, humid climate and require moist, rich, sandy soil and good drainage. The banana is nutritious, easily digestible and is a rich source of carbohydrates, phosphorus, calcium, potassium and Vitamin C. There are over one thousand varieties of banana.

Bananas in Nicaragua

Bananas were introduced to Nicaragua early in the colonial period. Initially, until a market appeared in the United States in the 1860s, bananas were destined mostly for local consumption. Small plots of the Gros Michael variety of banana were planted for export, but political turmoil and difficulties in establishing secure transportation routes hampered export. Nicaragua's large potential for this crop remained underdeveloped because US companies developed

banana production in neighbouring countries. Today bananas are Nicaragua's second largest agricultural product after coffee. It is the country's sixth largest export product after coffee, shrimp/lobster, tobacco, beef and sugar.

Interesting fact

'Banana Republic' is a pejorative term for a small, often Latin American or Caribbean country that is politically unstable, dependent on limited agriculture, and ruled by a small, wealthy and corrupt clique put in power by the United States government in conjunction with the CIA and the US business lobby. The term was coined by O Henry, an American humorist and short story writer.

Source UN Food and Agriculture Organisation – 2005



Photograph Credit: The FAIRTRADE Foundation



Photograph Credit: The FAIRTRADE Foundation

BACKGROUND INFORMATION ON COFFEE IN NICARAGUA

Coffee has been grown in the hills around Matagalpa in northern Nicaragua since the mid 1800s. The sale of coffee has dominated the Nicaraguan economy and has been Nicaragua's main export crop since the 1960s and provides a living for one-fifth of Nicaragua's population. Along with other key agricultural products such as sugarcane and bananas, it can suffer not only from fluctuations in the international market but also from environmental complications. In 2000 and 2001 international coffee prices fell to an all-time low and producers were receiving less than half the cost of production. Early seasonal or particularly heavy rains might see the entire crop rot on the bushes. Coffee is either grown on large plantations, many with absentee landlords, or on small co-operative plantations owned and worked by a small group of farmer-producers and their families.

Coffee Growing

The coffee shrub requires a frost-free climate, moderate rainfall and plenty of sunshine. The regions where coffee grows, known as 'origin regions' are grouped loosely in three geographical areas: the Americas, Africa and Arabia, and Indonesia. Within these regions, coffee grows in almost eighty different countries. It grows at altitudes ranging from sea level to 1830 m (6000 feet), in all sorts of different soils and microclimates.

The environment required for growing the best 'speciality' coffee is found only in select mountainous regions in the tropics, between the Tropics of Capricorn and Cancer. These coffee bean shrubs demand altitudes of between 1220m – 1830m (4000 – 6000 feet) to produce their wonderful flavours. They need an annual rainfall of about two hundred metres (eighty inches), with distinct rainy and dry seasons. The soil in which fine coffees grow must be extremely fertile, and is often volcanic. Regular mist and cloud cover are also necessary to protect the shrubs and their valuable cherries from overexposure to sunlight.

For such high quality coffee to thrive, year-round daytime temperatures must average sixty to seventy degrees, which by tropical standards is quite cool. The result is a longer, slower growth cycle, yielding beans that are denser and far more intense in flavour than their lower-grown neighbours. In some growing regions, most notably in Guatemala and in Costa Rica, beans are graded by elevation.

Coffee Processing

After the ripe cherries are picked, the beans must be extracted from within the cherry. There are four layers which separate the bean from the outer cherry: a tough shiny outer skin, a moist and sticky pulp of the fruit, a stiff parchment casing and the thin delicate silver skin which clings to the bean.

There are two methods used to extract the beans – the washed process and the dry process. The method used depends largely on the availability of fresh water, which is one of the most important determinants of coffee flavour.

The washed, or wet, method involves mechanically removing the pulp from the beans. After removing the pulp, top quality wet-processed coffees are transferred to large fermentation tanks. It is in the fermentation tanks that the sticky fruit swells and is released from the beans inside. Many first time plantation visitors are surprised to discover that these tanks of coffee smell like new-made wine. Fermentation lasts between twelve and thirty-six hours, depending on atmospheric conditions and on the nature of the coffee itself.

The path from ripe to rotten is short. If this stage is not stopped at the exact moment fermentation is complete, an entire batch of coffee can be ruined. Once fermentation is complete, the beans are washed free from the loosened fruit. The coffee beans, with the intact parchment layer, are left to dry on large patios. To ensure even drying, the beans must be raked and turned several times every day. Washed coffees are brighter and offer cleaner,

BACKGROUND INFORMATION ON COFFEE IN NICARAGUA

more consistent flavours than those processed by the dry method. Not surprisingly, the wet method predominates in Latin America, the very region whose coffees we associate with these characteristics. In more industrialised coffee-growing countries like Costa Rica, traditional wet processing is being replaced with a variation called ‘aqua-pulping’. With this method, the coffee is just depulped, rinsed, and dried. Sadly, such coffee can’t express the high notes and varietal characteristics of traditionally washed beans.

Dry-processed coffees (the type of processing focussed on in this pack, see *The Story of Coffee* in Unit 4 of the Fifth and Sixth Classes pack for comprehensive description of the process) are generally heavier bodied and more variable in flavour than wet-processed beans. Most Indonesian coffees are dry-processed, as are some of the more traditional coffees of Africa and Arabia.

Coffee Milling and Sorting

After being processed, coffee beans are milled to remove their stiff parchment and light, translucent silver skin. They are then sorted by size and density. At every step of the way, the milling and sorting processes work to bring similar beans together, and this is critically important to good roasting. Defects, which may include broken or unripe beans and small stones, twigs, or other foreign material, are also removed during milling and sorting.

Separated from defects and shed of their trappings, coffee beans are known to the trade as ‘green coffee.’ In truth, unadulterated ‘green’ beans range in colour from opalescent blue to a matte grey-green. Compared to roasted coffee, which has a shelf life that is measured in days, green coffee is fairly stable, with a shelf life of up to one year.

Source www.delawarecitycoffeecompany.com

CO-OPERATIVE PLANTATIONS AND FAIRTRADE IN NICARAGUA

Many co-operative plantations have FAIRTRADE accreditation. One of the major advantages of having FAIRTRADE accreditation is consistency of price received by the producers. Even if the international market goes down, the FAIRTRADE market remains constant so the producers can rely on an expected income

The Organisation of Northern Coffee Co-operatives (CECOCAFEN) is made up of eleven co-operative organisations representing two thousand small scale coffee producers. It sells coffee to the FAIRTRADE and international speciality coffee markets and has gained ‘top ten’ places each year in the internationally judged ‘Cup of Excellence’ for the outstanding quality of its coffee. All profits made are shared equally among the families on the co-operative plantations. CECOCAFEN, which also works on community-based agro-ecotourism projects, is run as a business dedicated to social change.

Blanca Rosa Molina, 2006 president of CECOCAFEN and producer, says:

‘For us FAIRTRADE means conserving and improving our land, it means looking after and improving the environment, it means improving the air that we breathe. It also means education for our children and access to health care for our families ... it means better opportunities above all for women, opportunities to organise and take decisions. FAIRTRADE means that producers and consumers work together for a better life. FAIRTRADE is more than just a question of money.’

For further information see www.cecocafen.com





Yilbert picking coffee cherries



Yilbert and his cousins

THIRD / FOURTH CLASSES – OVERVIEW OF LESSONS

UNIT 1 BACKGROUND TO NICARAGUA: More Similarities and Differences

	Curriculum: Geography	
	Strand: Human environments	
	Strand Unit: People and other lands	
	Integration	
Curriculum: Visual Arts	Curriculum: Visual Arts	
Strand: Drawing	Strand: Fabric and fibre	
Strand Unit: Making drawings Looking and responding	Strand Unit: Creating in fabric and fibre Looking and responding	

UNIT 2 CHILD LABOUR: Children’s Work (Pre-lesson Activity, Lessons 1 and 2)

	Curriculum: English		Curriculum: SPHE	
	Strand: Oral language		Strand: Myself and the wider world	
	Strand Unit: Developing cognitive abilities through language		Strand Unit: Developing citizenship – local and wider communities	
	Integration		Integration	
	Curriculum: Drama	Curriculum: Mathematics		
	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding	Strand: Data		
	Strand Unit: Exploring and making drama	Strand Unit: Representing and interpreting data		
	Integration		Integration	
	Curriculum: History	Curriculum: Geography		
	Strand: Local studies	Strand: Human environments		
	Strand Unit: My family	Strand Unit: People and other lands Environmental awareness and care Environmental awareness		

UNIT 3 THE RIGHT TO EDUCATION: The Importance of School (Lessons 1 and 2)

	Curriculum: SPHE		Curriculum: Visual Arts	
	Strand: Myself and the wider world		Strand: Clay	
	Strand Unit: Developing citizenship – local and wider communities		Strand Unit: Developing form in clay Looking and responding	
	Integration			
	Curriculum: English			
	Strand: Oral language			
Strand Unit: Emotional and imaginative development through language				

UNIT 4 FAIRTRADE: Is it Fair? Introduction to FAIRTRADE

	Curriculum: SPHE	
	Strand: Myself and the wider world	
	Strand Unit: Developing citizenship – local and wider communities	
	Integration	
	Curriculum: Geography	Curriculum: Drama
Strand: Human environments	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding	
Strand Unit: People and other lands	Strand Unit: Exploring and making drama	

UNIT 1 **BACKGROUND TO NICARAGUA** **More Similarities and Differences**

Curriculum: Geography
Strand: Human environments
Strand Unit: People and other lands

Curriculum Objective:

1. Study some aspects of the environments and lives of people in another part of the world

Lesson Title: More Similarities and Differences

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Identify Nicaragua on a world map/globe
2. Identify the national symbols of Nicaragua and Ireland
3. Represent, through drawing or using fabric and fibre, national symbols of their choice
4. Develop geographical skills and concepts through use of maps, globes and graphical skills

Resources:

- Large globe or world map, possibly Peter’s Projection wall map
- Photographs of national symbols of Nicaragua: flag; centre-symbol of flag/coat of arms; bird; flower/plant
- Thread or wool
- Drawing paper, or fabric and fibre as preferred

Integration		
Curriculum:	Visual Arts	
Strand:	Drawing	Strand: Fabric and fibre
Strand Unit:	Making drawings Looking and responding	Strand Unit: Creating in fabric and fibre Looking and responding

BACKGROUND TO NICARAGUA**More Similarities and Differences****Introduction****Step 1**

Briefly discuss the concept of a country and point to the world map and/or globe, reminding children how these show all the countries in the world. Teacher or child locates Ireland and other countries in which children may have lived previously or holidayed in, and these countries are marked on map or globe with a symbol.

Step 2

Teacher or child locates Nicaragua on the map, a country about ten hours away from Ireland by aeroplane. Explain that this country is like Ireland in many ways, but different from Ireland in many others. Teacher or child connects Ireland and Nicaragua using thread or wool.

Development**Step 1**

Discuss with children the meaning of the word 'symbol', perhaps using the school crest or logo, or that of a football or other team as an example. Children might be asked to suggest other symbols, particularly those associated with Ireland, using St Patrick's Day as a possible starting point, listing the type of symbols they see during the March parades, in shops, on flags etc. Each symbol could be taken in turn and recorded or illustrated on the board or chartpaper; and its meaning discussed with the class.

IRISH SYMBOL	MEANING OF SYMBOL
national flag	The national flag is a tricolour of green, white and orange. It can be said that the green represents the lushness of the countryside, the white the peace, and the gold/the orange the wealth. It can also be said that the green represents the nationalist population, the orange represents the unionist population and the white in the centre represents the unity/peace between them.
national day	17th March, the day Ireland's patron saint, St Patrick, died
national flower/plant	The shamrock is the national plant. Many believe that St Patrick used a shamrock to explain the Christian mystery of the Trinity (Father, Son and Holy Spirit as one god). Before Patrick's time, the shamrock was considered sacred as it signified the rebirth of spring. Many wear the plant on March 17 to symbolise their pride in their heritage.
national sport	Hurling
national coat of arms	The harp has been the official symbol of Ireland for hundreds of years. It appears on Irish coins, on the presidential flag, state seals, uniforms, and official documents. Ireland is the only country in the world with a musical instrument as a national symbol. See http://www.our-ireland.com/celtic-harps.html

**Integration**

Curriculum: Visual Arts
Strand: Drawing
Strand Unit: Making drawings
 Looking and responding

Strand: Fabric and fibre
Strand Unit: Creating in fabric and fibre
 Looking and responding

BACKGROUND TO NICARAGUA

More Similarities and Differences

Step 2

Using the photographs supplied explain that Nicaragua also has its national symbols:

NICARAGUAN SYMBOL	MEANING OF SYMBOL
national flag	The Nicaraguan flag has three horizontal bands with the national coat of arms in the middle of the white band. The two blue bands signify the two water masses that border Nicaragua (Pacific Ocean and Caribbean Sea). The white band represents peace.
national day	15th September, Independence Day (independence from Spain was declared on 15th September 1821 and recognised in July 1850)
national flower/plant	This colourful flower called Sacuanjoche (pronounced Sa-quan-ho-che) is Nicaragua's national flower. It grows on a tree which flowers around May. The local name, Sacuanjoche, is derived from the Náhuatl (pronounced na-wha-til) language. The flower appears on the 1, 5, 10, and 25 cent banknotes, now rarely used because of their limited value.
national sport	Baseball
national coat of arms	The coat of arms features an equilateral triangle encircled by the words REPÚBLICA DE NICARAGUA (Republic of Nicaragua) on the top and AMERICA CENTRAL (Central America) on the bottom. <ul style="list-style-type: none"> • The triangle stands for EQUALITY • The rainbow signifies PEACE • The red cap symbolises FREEDOM • The five volcanoes represent the UNION and the FRIENDSHIP between the five central American countries that formed the United Provinces of Central America in 1823
national bird	Nicaragua's national bird is the motmot (guardabarranco in Spanish). This brightly coloured bird is easily recognised by its long, light blue tail. Motmots usually eat insects and dig a hole to lay their eggs. They can be seen in forests throughout Nicaragua, mostly in the southwest of the country. Its habitat is not limited by city boundaries, as this bird can even be seen in Nicaragua's capital city, Managua.

(Adapted from <http://vianica.com/nicaragua/3-national-symbols.html>)

Alternative Approach

Begin by explaining the Nicaraguan symbols one by one and then brainstorm with the children the corresponding symbols of Ireland.

Conclusion

Step 1

Divide the board in two and write 'Ireland' on one side and 'Nicaragua' on the other.

Step 2

Invite children to the board to place the photographs on the appropriate side of the board, reinforcing the name and correct pronunciation, if necessary, of each symbol.

Step 3

Invite children to produce their own symbols, by drawing or by creating collages in fabric and fibre. They may choose to respond to those symbols already discussed, or create their own, to represent a personal awareness of the countries discussed.

	Integration		
	Curriculum:	Visual Arts	
	Strand:	Drawing	Strand:
	Strand Unit:	Making drawings Looking and responding	Strand Unit:
			Fabric and fibre Creating in fabric and fibre Looking and responding

UNIT 2

CHILD LABOUR

Children’s Work, Lesson 1

Pre-lesson Activity:

Ask the children to ask their grandparents/parents/carers/guardians if they did jobs when they were young and then to prepare an oral presentation about some jobs done in the recent past. The class could comment on the differences between the work done by them and by their elders. These jobs might be represented on a chart/display.

Curriculum: English

Strand: Oral language

Strand Unit: Developing cognitive abilities through language

Curriculum Objectives:

1. Discuss issues that directly affect the child’s life
2. Make presentations to the class about the child’s own particular interest(s)

Lesson Title: Children’s Work, Lesson 1

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Mime common-day activities
2. Identify work/jobs that children did and do for domestic and economic reasons
3. Gather, organise and represent data in appropriate format, read and interpret this data

Resources:

- Mime cards
- ‘My Typical Day’ activity sheet
- Post-Its, or similar
- The factsheet on ‘Children’s Work in Times Gone By’ might be useful as background information (see page 16)
- Flipchart and pad, markers

Integration		Integration		Integration	
Curriculum:	Drama	Curriculum:	Mathematics	Curriculum:	History
Strand:	Drama to explore feelings, knowledge and ideas, leading to understanding	Strand:	Data	Strand:	Local studies
Strand Unit:	Exploring and making drama	Strand Unit:	Representing and interpreting data	Strand Unit:	My family

CHILD LABOUR **Children’s Work, Lesson 1**

Introduction

Step 1

Divide class into five or six groups and hand a set of mime cards* to each group, leaving these face down. Ask each child to pick a card and, without showing it to the others in the group, to mime the activity on the card(s) for the group. Afterwards, with the class, ask the children what the activities they mimed have in common.

*Other/different activities may be added if more appropriate or relevant to the class. See page 31

Development

Step 1

Ask the children to fill out the ‘My Typical Day’ activity sheet, basing their answers on a typical school day for themselves. When they have finished, ask them to go back over the sheet and to count the number of different headings they listed for each time period. They might have listed being at school, doing homework, playing with friends, watching television, reading etc.

Step 2

Ask if any child listed doing housework of any kind, and if so, ask him/her to elaborate on the type of housework listed. If the children listed such work, ask them to think of reasons why they do these jobs, why they help around the house (eg because they’re part of a family group or unit, because they want to help, because they want to accept some responsibility, because they want to contribute to the running of the household etc). [If no child mentioned jobs/household work on their sheet, teacher might suggest that while they possibly would do some small/odd jobs around the house during the day, they may not consider these to be ‘work’, more as ‘helping the family’ or similar.]

Step 3

All suggestions or headings might now be visually represented in graph-form and entitled My Typical Day, using Post-Its or similar. Children's odd jobs might be listed on the flipchart and children could add their Post-Its under the appropriate headings ie making the bed, washing dishes, setting the table, sweeping, feeding pets etc. As a Maths extension activity at the end, children could represent the data in bar/other graph-form.

Step 4

Ask the children to deliver their pre-prepared oral presentation about the jobs their parents/grandparents/carers/guardians did when they were young. The class could comment on the similarities and differences between the work done by them and by their elders. These jobs might be represented on a chart, using Post-Its or stickers in different colours.

Conclusion

Children might be asked to tell what they know of work done by children in the early twentieth century, and to suggest possible reasons children might have had for going to work back then. A discussion might take place about the work or jobs done by older family members, with a possible focus on the traditional roles that were once assigned to boys and girls in schools and homes. The discussion could also encompass the roles of community leaders such as teachers, clergy, politicians and of the importance of people who serve in the community, in Ireland and in the wider world.

See page 16, Background Information on Children’s Work in Times Gone By

	Integration		Integration		Integration	
	Curriculum:	Drama	Curriculum:	Mathematics	Curriculum:	History
	Strand:	Drama to explore feelings, knowledge and ideas, leading to understanding	Strand:	Data	Strand:	Local studies
	Strand Unit:	Exploring and making drama	Strand Unit:	Representing and interpreting data	Strand Unit:	My family

CHILD LABOUR

Activity Sheet: Children’s Work, Lesson 1

Mime Cards

Clear or set the table	Walk the dog
Wash your hair	Empty the dishwasher
Do homework	Put clothes in the washing machine
Watch TV	Play football
Call a friend	Go for a walk
Visit a friend	Go for karate lessons
Play on PlayStation®	Play Bratz or Action Man or other dolls
Go rollerblading or skateboarding	Eat a meal
Play board games	Read a book
Bring the cows in	Tidy your bedroom
Sleep	Peel vegetables
Draw a picture	Wash the dishes
Watch clouds	Pick flowers
Put clothes on the line	Wash the car
Weed the vegetable patch	Play in the rain

CHILD LABOUR**Activity Sheet: Children's Work, Lesson 1****My 'Typical' Day**

Period of the day	What do you usually do at this time?
6.00 – 7.00 am	
7.00 – 8.00 am	
8.00 – 9.00 am	
9.00 – 10.00 am	
10.00 – 11.00 pm	
11.00 – 12.00 pm	
12.00 – 1.00 pm	
1.00 – 2.00 pm	
2.00 – 3.00 pm	
3.00 – 4.00 pm	
4.00 – 5.00 pm	
5.00 – 6.00 pm	
6.00 – 7.00 pm	
7.00 – 8.00 pm	
8.00 – 9.00 pm	
9.00 – 6.00 am	sleep

UNIT 2

CHILD LABOUR

Children's Work, Lesson 2

Curriculum: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship – local and wider communities

Curriculum Objective:

1. Examine how justice, fairness and equality may or may not be exemplified in a community

Lesson Title: Children's Work, Lesson 2

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Identify that child labour exists in the agricultural industry in some parts of the world today
2. Identify work/jobs that children did and do for domestic and economic reasons
3. Examine the concept of 'child labour' through activities and discussion, and be able to tell the difference between child labour and children's work

Resources:

- Yilbert's Story, Part 1 (included in lesson)
- Photographs of Yilbert picking coffee cherries; Yilbert's friend Laura making tortillas; Yilbert's friend Jorlin carrying water; Yilbert and his cousins and Yilbert's friends
- Flipchart, pad and markers or white/black board and markers

Integration

Curriculum: Geography

Strand: Human environments

Strand Unit: People and other lands

Strand: Environmental awareness and care

Strand Unit: Environmental awareness

CHILD LABOUR

Children's Work, Lesson 2

Introduction

Step 1

Remind children of previous discussion about the work children do and refer to the graph(s) showing how they spend their days, and the jobs their parents/grandparents did. Ask children to say how they think children in other parts of the world might spend their days, to suggest jobs or work children might do in countries in Europe, in Asia, in North America and in Central/Latin America. Discuss their ideas and list some on flipchart or board.

Step 2

Tell children that they are going to hear a story about a ten-year-old boy, Yilbert, who lives on a coffee plantation in Nicaragua. Ask the class to predict how they think he might spend his days and to say how they think his day might be different from/similar to theirs. If preferred, each child might be given a hard copy of the story.

Yilbert's Story, part 1

Hola (oh-la) everybody! I'm Yilbert and I'm ten years old. I live in Nicaragua in Central/Latin America. I can imagine that life in Nicaragua is very different from life in Ireland and I hope you enjoy hearing about the jobs that I do to help my family. I have three older sisters, who stay at home and who work in the house grinding corn and making tortillas. They sometimes also work on the plantation with our two brothers and mother and father. When it is harvest time, we all work together so we can get money for our family.

We live and work on a coffee plantation which has lots of coffee plants on it. It is owned by Señor (Sen-yore) Gonzalez (Gon-ztha-lez). Coffee plants grow under bigger trees, such as banana trees. The bigger trees stop the sun shining right onto the plants. We need to cut the trees with machetes (big knives) to keep them under control. The shade helps the coffee plants to grow to give high quality beans. This is a dangerous job and I cut my hand badly last year when I was helping my father to look after these trees. I still have a mark on my hand as a memory of my hard work. As the coffee plants start to grow, there are lots of insects that like to eat the leaves. We have a special spray with insecticide in it that we use to keep the insects away. Sometimes the boss of the coffee plantation gives us gloves and masks to wear but there are never enough for everybody to use. The spray goes up your nose and stings, and makes your hands hurt.

When I'm at home, I have lots of other jobs to do to help out my mother and father who are working hard during the day. My friends do lots of jobs to help their families too. We wash clothes, collect wood for the fire, and bring water from the well. We help to sweep the floor and we weed the vegetable patch. We learn all about the environment in school and I love looking after the vegetables and watching them grow into food that we can eat.

When it is harvest time, myself and my two brothers work with my mother and father picking the coffee cherries from the plants. Most of the boys and girls from my school work with their parents during harvest time. Picking the coffee cherries is hard work! The coffee cherries have beans inside them that are used to make coffee to drink. We pick all the cherries from the bottom of the plants while our parents are picking the cherries from the top of the plants. The cherries are really small so my fingers get sore from reaching through the branches to get all the cherries. I don't like harvest time because we have to leave school for nearly two months but I want to help my mother and father get as much money as they can so they can look after us. We need the money we get for picking the coffee to buy clothes and food so if I don't help we don't earn enough. If I don't have proper clothes and shoes I won't go to school. It's too embarrassing. I would prefer to stay in school so that I don't have to work on the coffee plantations when I am older.

I walk to school. It's quite far away. The road is not good as it doesn't have tar on it in most places and there are huge potholes in most of our roads. When it rains it gets very muddy and floods, and it's difficult to pass through. When it's very bad I stay at home. I like school but we often don't have enough books or pencils. I like when my teacher does lessons on nature and maths – these are my favourite subjects. I don't like History very much but my favourite thing is when we do band practice after school. We have huge drums and when we play together outside school, you can hear us from miles away. It makes me feel good playing the drums with all my other friends, it is very good fun and the beat of the drums sends shivers down my spine.

That's all I can think of for now. I hope you enjoyed my story.
Goodbye, or adios as we say here.
Yilbert

Integration

Curriculum: Geography

Strand: Human environments

Strand Unit: People and other lands

Strand: Environmental awareness and care

Strand Unit: Environmental awareness

CHILD LABOUR

Children's Work, Lesson 2

Development

Step 1

When the children have discussed Yilbert's day and looked at and talked about the accompanying photographs, remind them of the activity sheet they filled in previously, showing how they spent their school days. Ask them to imagine what might happen if Yilbert were to fill in that same activity sheet. The following or similar prompt questions might be used:

- Would the results or answers be similar to those ones they have filled in? Why? Why not?
- What might be the same and what might be different?

Step 2

Explain that, in the developing world, many children aged nine/ten and younger have to go to work as well as, or instead of, going to school and initiate a discussion on the difference between child labour and children doing odd jobs to help out. The information in the introductory section of this pack may be used to inform the discussion.

Conclusion

Step 1

Ask the children what can be done about child labour in the world and what they might do as a class or Students' Union/Council or school community. The list below contains some suggestions that various groups have put forward – the children could be asked what they think of these suggestions.

- Let other people know about child labour by talking about and sharing knowledge where possible
- Make posters so that others can learn about child labour too
- Find out more by visiting *Kids Can Free the Children*, a children's rights foundation that was created by a twelve-year-old Canadian boy www.freethechildren.com
- Find out about and discuss the issues involved in buying items that might have been made by children in developing countries

Follow-up

Look up the following websites for more information, photographs etc.

<http://www.aclaim.ie> an Irish discussion and information forum focusing on the worldwide issue of child labour

<http://www.rethinkingschools.org/archive/>

<http://www.schoolisthebestplacetowork.org/>

<http://www.historyplace.com/unitedstates/childlabor/>

http://nhs.needham.k12.ma.us//cur/Baker_00/2002_p7/ak_p7/childlabor.html

<http://www.bbc.co.uk/schools/victorians/standard/work/>

<http://www.freethechildren.com/index.php>



Integration

Curriculum: Geography

Strand: Human environments

Strand Unit: People and other lands

Strand: Environmental awareness and care

Strand Unit: Environmental awareness

UNIT 3

THE RIGHT TO EDUCATION

The Importance of School, Lesson 1

Curriculum: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship – local and wider communities

Curriculum Objective:

1. Examine how justice, fairness and equality may or may not be exemplified in a community

Lesson Title: The Importance of School, Lesson 1

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Identify that education is a right not a privilege
2. Identify that some children in Nicaragua and in some other countries are denied this right
3. List the reasons why some children in Nicaragua are denied this right

Resources:

- Photograph of Yilbert's friends at school
- Yilbert's Story, Part 2 (included in lesson)

Teacher Reference Material:

- *Lift Off*, Lesson Two, pp18 – 22 (keywords: Needs, Wants and Rights)
- *Walk Tall Programme for Third Class*, Lesson Five, pp 57 – 60 (I Want ... I Need)

Integration

Curriculum: English

Strand: Oral language

Strand Unit: Emotional and imaginative development through language

THE RIGHT TO EDUCATION

The Importance of School, Lesson 1

Introduction

Step 1

Following some class discussion, explain the differences between ‘needs’ and ‘wants’ and give examples of rights, linking rights to responsibilities. Lesson Two from *Lift Off* or Lesson Five from *Walk Tall* programme could be used to support this. Explain that education is a right.

Step 2

Ask children to suggest some things that might make their attendance in school almost impossible, things that would therefore be denying them their right to education. Suggestions might include:

- If someone regularly damaged/burned down the school
- If there were no school buses/child fares on public buses
- If there were no teachers
- If we didn’t have books/pencils
- If there was no school in our area
- If our parents/guardians made us work
- If our parents/guardians weren’t able to get us up for school/weren’t in a position to appreciate the value of education

Development

Step 1

Ask children to remember Yilbert’s story (Child Labour: Children’s Work, Lesson 2) and brainstorm some of the things he said about school. Show children the photograph of Yilbert’s friends at school and, using it as visual motivation, read Yilbert’s piece about going to school in Nicaragua (overleaf) and about the obstacles that prevent himself and his friends from participating fully in the system. Encourage children to interact with the information they are hearing, to ask questions and give their thoughts on it. They should also be encouraged to think, while listening to Yilbert’s piece, about those things which prevent some Irish children from accessing their right to education.



Yilbert’s friends at school

Integration

Curriculum: English

Strand: Oral language

Strand Unit: Emotional and imaginative development through language

THE RIGHT TO EDUCATION

The Importance of School, Lesson 1

School in Nicaragua – Yilbert’s Story, part 2

Hello, Yilbert here again. Now I’m going to tell you a bit more about my school and about schools in Nicaragua. We start school when we are four years old, and spend eight years in primary school, just like you do in Ireland. But in Nicaragua we must pass exams at the end of each year to get into the next class; if we don’t pass, we have to stay in the same class. It is very difficult to pass the exams if you’ve missed school and nearly everyone misses some school because of having to work picking coffee cherries.

Uniforms are nearly always blue and white though there are some people who can’t afford to wear the full uniform, and many schools are painted blue and white, just like the colours in our Nicaraguan flag. It is summer in Nicaragua when it is winter in Ireland so we get our summer holidays in November and December. We study Spanish, Maths, Science, Civics/History and PE.

Sometimes it’s difficult for us to go to school all the time. This can be because:

- Some people’s parents are unemployed and can’t afford to send their children to school
- The family can’t provide their children with shoes, uniforms, writing books, pencils to go to school
- The schools are a long way away and it’s very tiring to have to walk so far
- The roads are bad and sometimes too flooded, too muddy for us to walk to the school
- Our parents sometimes send us to work in the fields because they have no money for food

Are there children in Ireland who can’t go to school all the time? Are there any children who have to help their parents and so can’t go to school? I’d love to know about school life in Ireland.

That’s all for now,

Adios amigos,

Yilbert

Conclusion

Discuss Yilbert’s story above, and compare and contrast his school life with school life in Ireland. Encourage children to think of the many types of school experience in Ireland – small schools in the country, large urban schools, etc. Reasons why some children are denied the right to education in both Ireland and Nicaragua could be written on the board and discussed with the children.



Integration

Curriculum:	English
Strand:	Oral language
Strand Unit:	Emotional and imaginative development through language

UNIT 3 THE RIGHT TO EDUCATION The Importance of School, Lesson 2

Curriculum: Visual Arts

Strand: Clay

Strand Unit: Developing form in clay
Looking and responding

Curriculum Objective:

1. Explore and discover the possibilities of clay as a medium for imaginative expression

Lesson Title: The Importance of School, Lesson 2

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Construct, through clay, a representation of some reasons why some children are denied their right to education
2. Describe the impact that not having full-time participation in school can have on children and on their future
3. Write a conversation between an Irish child and a Nicaraguan child about their school experiences

Resources:

- Plasticine or modelling clay
- ‘Talking about our Right to Education’ activity sheet

Integration		Integration	
Curriculum:	SPHE	Curriculum:	English
Strand:	Myself and the wider world	Strand:	Oral language
Strand Unit:	Developing citizenship	Strand Unit:	Emotional and imaginative development through language

THE RIGHT TO EDUCATION **The Importance of School, Lesson 2**

Introduction

Recap on Yilbert’s account of his school life and discuss with the children what they remember most, what made the greatest impact on them, if they would like to attend a school that taught only five subjects, if they would like to be asked to work – for the sake of the family – instead of going to school etc. Children might also say what they remember of the reasons Yilbert gave for being obliged to miss school and of the reasons, discussed in class, why some Irish children might be unable to fully avail of their right to education.

Development
Step 1

Give each child some plasticine or modelling clay and ask them to make a representation of why some children cannot always attend school and therefore are being denied their right to education.
Some suggestions may include:

- A shoe to represent lack of proper footwear
- A bus to represent lack of transport to school
- Coins or notes to represent the lack of money that would oblige children to earn

Step 2

Circulate, asking children about their representations. When all children have created their representations, ask a number of children to talk about what they created and why.

Conclusion
Step 1

Initiate a discussion on how missing school on a regular basis impacts on children, both as young people and on their future as young adults. Record the responses.

Step 2

Divide children into pairs and give each pair a ‘Talking about our Right to Education’ worksheet* and explain that it represents an Irish child and a Nicaraguan child talking about their experiences regarding their access to education. Ask children to suggest what they might be saying and illustrate/model a possible conversation between the two. Ask one child in each pair to be an Irish child and one child to be a Nicaraguan child and to draw themselves and write out their conversation.

* Two or more such sheets may be given out per pair to allow for longer conversations

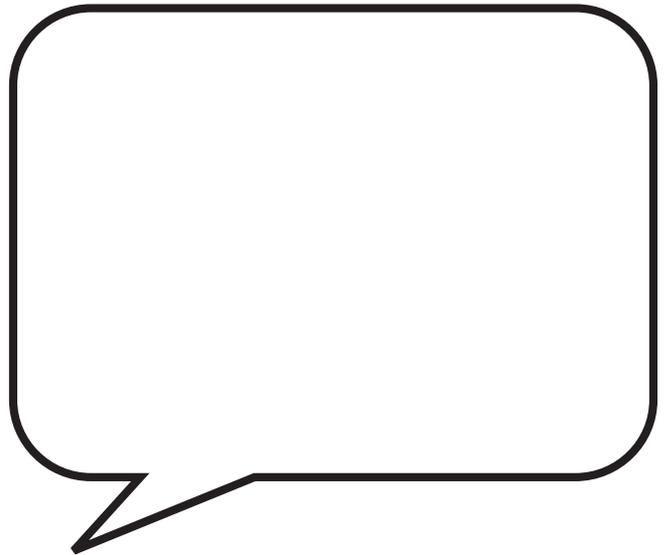
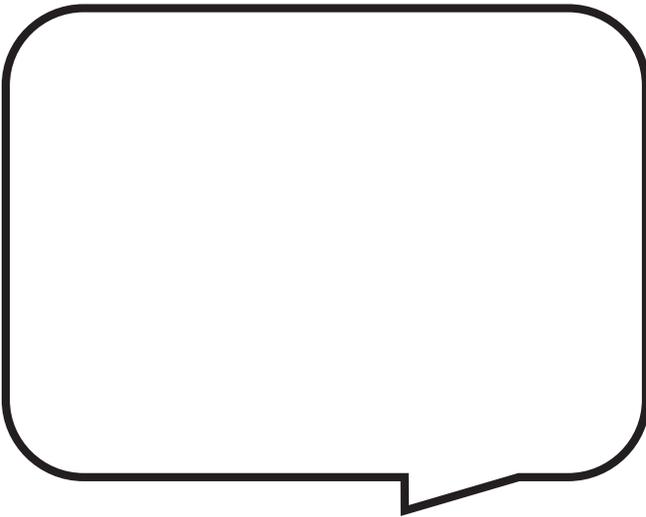
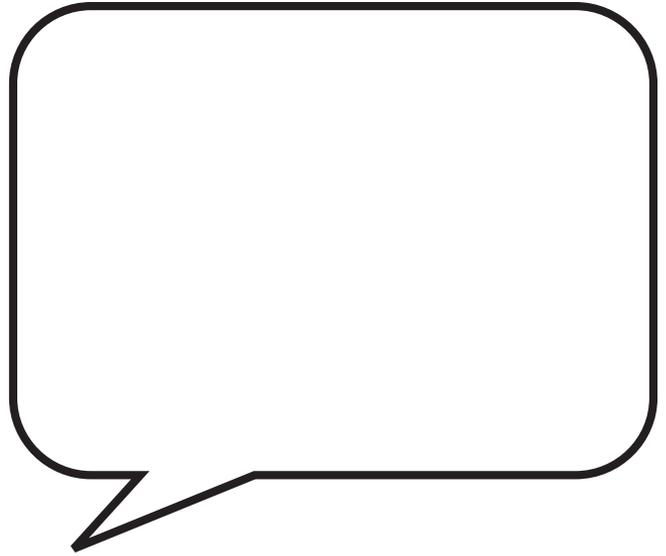
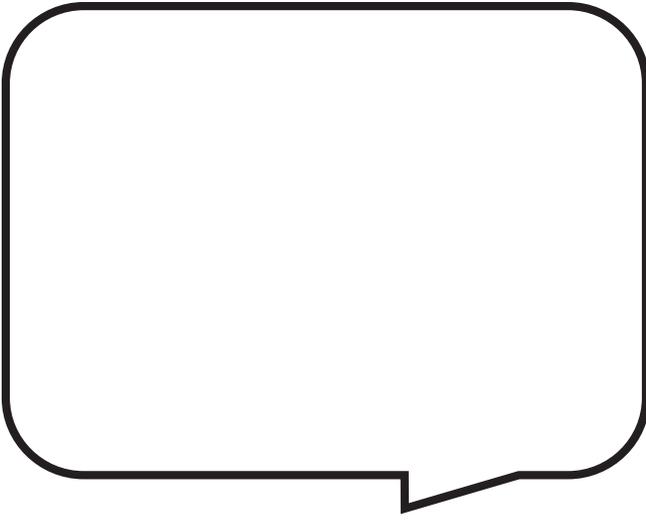
Step 3
Optional

Select some pairs of children to act out their conversations.

	Integration		Integration	
	Curriculum:	SPHE	Curriculum:	English
	Strand:	Myself and the wider world	Strand:	Oral language
	Strand Unit:	Developing citizenship	Strand Unit:	Emotional and imaginative development through language

THE RIGHT TO EDUCATION Activity Sheet: The Importance of School, Lesson 2

Talking about our Right to Education



UNIT 4

FAIRTRADE

Is it Fair? Introduction to FAIRTRADE

Curriculum: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship – local and wider communities

Curriculum Objectives:

1. Examine how justice, fairness and equality may or may not be exemplified in a community
2. Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have

Lesson Title: Is it Fair? Introduction to FAIRTRADE

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Describe the concept of fairness
2. Compare and contrast the lives of workers in both a landlord-owned and a co-operative plantation
3. Identify how FAIRTRADE in co-operative plantations supports workers to earn a fair living
4. Identify ways we can help to support co-operative plantation workers in earning a fairer wage
5. Role-play living and working conditions on both co-operative and landlord-owned plantations

Resources:

- Selection of €1 and €2 coins or sheets of card with €1 and €2 clearly written/visible (not supplied)
- Packs of FAIRTRADE products (**optional**)
- Photograph of FAIRTRADE logo
- Labels with Fair/Unfair/Don't Know in large letters (not supplied)

Integration

Curriculum: Geography
Strand: Human environments
Strand Unit: People and other lands

Curriculum: Drama
Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Exploring and making drama

FAIRTRADE

Is it Fair? Introduction to FAIRTRADE

Introduction

Walking debate

Step 1

Label three walls or areas of the classroom as Fair, Unfair and Don't Know. Explain to the children they are going to hear some statements and that they must indicate if they think these are Fair or Unfair comments. Explain that if they can't make up their minds, or if they don't have enough information about the comment, or if they simply don't know what they think, they can choose to stand at the Don't Know area. Children indicate their opinion by walking to the appropriately labelled or allocated area. Suggested statements may include:

- Sixth class should decide who plays where in the yard
- Older children should be allowed to go on more school trips
- Children wearing glasses should not be allowed to play team sports
- Children who don't complete their homework should not be allowed out at lunch

After children have indicated their decisions regarding Fair/Unfair/Don't Know, allow time for discussion regarding why they chose those responses. The general conclusion should be that everyone should be treated fairly and have equal opportunities.

Development

Step 1

Initiate a brief discussion on farming and the growing of crops, using Ireland as an example to include the following topics for consideration:

- Ownership of most farms/ownership of the land
- How the land is worked, and by whom
- How people on the land earn money

Step 2

Explain the concept of a type of plantation in Nicaragua – refer to Yilbert's two stories (Child Labour: Children's Work, Lesson 2 and The Right to Education: The Importance of School, Lesson 1).

A Landlord-owned Plantation in Nicaragua

A plantation is like a very large farm. Usually it only produces one crop such as coffee or bananas. Many plantations are owned by one family and other families are employed to work on the plantation. The head of the plantation is usually called the landlord. When the landlord does not live on the plantation but has a manager to run the plantation, he is called an absentee landlord. Many of the families who work on the plantation also live on the plantation. Sometimes their living conditions are very poor and they may have no running water or proper toilet facilities. This is very similar to how large estates functioned in Ireland over two hundred years ago. The families get paid for the work they do. Harvest time is the busiest time of the year and everyone in the family works, including the smallest children. There are very few machines and most workers use manual tools to tend and spray the crops, and to pick and sort the produce. Workers are exposed to all sorts of weather conditions and chemicals are often used in crop production and these chemicals can badly affect the skin, eyesight and lungs of small children. In many cases workers' rights are neither respected nor upheld. It is not a very fair system.

	Integration		
	Curriculum:	Geography	Curriculum: Drama
	Strand:	Human environments	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
	Strand Unit:	People and other lands	Strand Unit: Exploring and making drama

FAIRTRADE

Is it Fair? Introduction to FAIRTRADE

Step 3

Split the class in half – one half will take part in Role Play 1 while the other half will watch; they then swap for Role Play 2. Those children who feel uncomfortable at the thought of participating in a large group might be asked to watch and to offer constructive comment at the end, or they might choose to participate in the second role play rather than in the first.

**Step 4
Role Play 1**

Ask children to imagine it is harvest time on a landlord-owned coffee plantation in Nicaragua. Nominate one child to be the plantation landlord, one child to be the coffee buyer while the other children are coffee pickers. Ask the landlord to sit down at a table and supervise the workers. Ask coffee pickers to imagine they are picking coffee cherries and have to work hard to fill a basket. When the basket is full they bring it over to the landlord and then they sit down and wait in a group on the floor. When each person has handed up his/her basket, the landlord takes all the baskets to the coffee buyer who clearly pays the landlord €2 per basket. The landlord returns to the group and calls each worker up in turn to pay him/her €1 per basket. All children sit down.

Step 5

Ask the group who were watching to comment on the role play and what happened. Encourage children to explore the difference in work done by the landlord and the coffee pickers and to think about the reward received in each case.

Step 6

Explain about another type of plantation – a co-operative plantation.

Co-operative Plantation

A co-operatively owned plantation is a plantation owned by a small group of families who work the plantation themselves and who share the costs and the profits. The plantation usually produces one crop and everyone shares the production workload. The rights of each worker are respected and the environment is also respected. When the families receive payment for their crops they often use some of the money to build communal facilities such as schools, clinics or water pumps. It is a much fairer system.

**Step 7
Role Play 2**

Nominate one child to be the coffee buyer. Explain that all the other children own the plantation co-operatively and work together. It is now harvest time and they are all picking coffee and filling it into the baskets. The coffee buyer arrives to buy the coffee. The coffee buyer counts the baskets and gives €2 per basket to all the pickers. The pickers divide out the money evenly amongst themselves.

Step 8

Ask the group who were watching to comment on the role play and what happened. Encourage children to explore the difference between this way of working and the previous way, and the concept of fairness involved in both.



Integration		
Curriculum:	Geography	Curriculum: Drama
Strand:	Human environments	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit:	People and other lands	Strand Unit: Exploring and making drama

FAIRTRADE

Is it Fair? Introduction to FAIRTRADE

Conclusion

Step 1

After discussion, it should be clear that the co-operative way of working is much fairer to the workers. Explain that:

- an organisation called FAIRTRADE organises buyers for coffee and other crops/products from this type of plantation or farm
- the name FAIRTRADE comes from fair because people have been treated fairly to pick the crop/make the products; trade means to buy and sell
- any product/item that they see in the supermarket/shop with the FAIRTRADE symbol (hold up symbol) means that it was traded/bought and sold in a fair way
- by buying FAIRTRADE products we are helping people to earn a better and fairer wage for themselves
- in co-operative plantations children are not forced to labour with their families. They do work with them especially at coffee harvest time
- by buying FAIRTRADE products we are also helping children get a better education
- FAIRTRADE products include coffee, chocolate, tea, bananas, cotton clothes

Step 2 – optional

A selection of FAIRTRADE products bought locally might be displayed and/or children might be asked to look for FAIRTRADE products the next time they are in the supermarket.



FAIRTRADE logo

	Integration	
	Curriculum: Geography Strand: Human environments Strand Unit: People and other lands	Curriculum: Drama Strand: Drama to explore feelings, knowledge and ideas, leading to understanding Strand Unit: Exploring and making drama

APPENDIX I - THIRD / FOURTH CLASSES – LESSON RESOURCES

UNIT	RESOURCE PHOTOGRAPHS	RESOURCE ACTIVITY SHEETS
<p>UNIT 1</p> <p>Background to Nicaragua: More Similarities and Differences</p>	<ul style="list-style-type: none"> • National flag of Nicaragua • Centre-symbol of Nicaraguan flag • Nicaraguan national bird • Nicaraguan national flower/plant 	
<p>UNIT 2</p> <p>Child Labour: Children’s Work Lessons 1 and 2</p>	<ul style="list-style-type: none"> • Yilbert picking coffee cherries • Yilbert’s friend Laura making tortillas • Yilbert’s friend Jorlin carrying water • Yilbert and his cousins • Yilbert’s friends 	<ul style="list-style-type: none"> • My Typical Day Activity Sheet • Mime Cards Activity Sheet
<p>UNIT 3</p> <p>The Right to Education: The Importance of School Lessons 1 and 2</p>	<ul style="list-style-type: none"> • Yilbert’s friends at school 	<ul style="list-style-type: none"> • Talking about our Right to Education Activity Sheet
<p>UNIT 4</p> <p>FAIRTRADE: Is it fair? Introduction to FAIRTRADE</p>	<ul style="list-style-type: none"> • FAIRTRADE logo 	

