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Child Labour, Structural Violence and Education

Exploring the impacts of psychosocial techniques in child labourers.

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Abstract:

This thesis investigates the impact of the "Educame Primero" program on working children in post-conflict Colombia. Through a mixed-methods approach from a Peace Perspective, it explores how educational interventions with a focus on play and psychosocial support can influence children's mental health and resilience. Findings reveal that such programs significantly enhance psychological well-being and foster resilience among child laborers, highlighting the importance of incorporating play and emotional support in educational strategies. This research underscores the potential of holistic educational interventions in improving the lives of children in post-conflict settings, advocating for their widespread implementation to combat child labor and promote emotional healing and educational engagement.

Keywords

Psychosocial Education; Child labour; Educame Primero; Education; Barranquilla

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Chapter 1 - Introduction:

Child labour remains a pressing global issue, with the latest statistics revealing an increase in the number of children engaged in labour activities, often under hazardous conditions. According to the 2021 Report from the International Labour Organization there was in 2021 a total of 160 million children in working condition (ILO, 2021). Child labour often leads to children being deprived of accessible, quality healthcare, education, and other fundamental rights and freedoms. Despite the universal ratification of the ILO Convention 182 on the worst forms of child labour in August 2021 by all 187 ILO member states, and the widespread ratification of the ILO minimum working age Convention 138, child labour, including its worst forms, continues to be a widespread social and economic issue worldwide. Children are engaged in child labour in both formal and informal sectors, including agriculture, artisanal mining, manufacturing, and services like domestic work. They are also involved in the supply chains of international corporations.

The incorporation of these standards into national laws, policies, action plans, and enforcement is generally insufficient. To speed up progress towards achieving SDG 8.7, the United Nations declared 2021 the International Year for the Elimination of Child Labour, urging governments globally to take immediate actions to fulfil this commitment to children. Among other problems related with child labour is directly associated with interventions. Projects and programs targeting child labour are frequently conceptualized by experts from large international agencies or NGOs, drawing upon a standardised approach, and are financed by entities eager to eliminate the practice within a specific timeframe (Berman et al., 2021). “It's not uncommon, years later, to revisit these initiatives and find scant evidence of their past endeavours” (Berman et al., 2021). This pattern often leads to a renewed cycle of intervention, sometimes incorporating new strategies based on extensive research, stakeholder identification, and partnership formation (Berman et al., 2021).

These revamped interventions usually encompass a variety of methods, such as education, livelihood support, and behaviour change initiatives, with clearly defined objectives and expected outcomes (Berman et al., 2021). Participants in these efforts typically depart with a sense of accomplishment, believing they've contributed meaningfully with their time, resources, and efforts (Berman et al., 2021). However, the reality for those at the peripheries of the economy and society—often impoverished, vulnerable to disruptions, overlooked by

policymakers, and sometimes facing discrimination and social exclusion within their communities—remains largely unchanged (Berman et al., 2021).

This persistent challenge underscores the importance of this research, which delves into the impacts of a psychosocial educational program called "Educame Primero." This program is particularly relevant, as it seeks to answer critical questions:

- How is child labour connected with structural violence?
- What was the impact of Educame Primero in Barranquilla?
- How does psychosocial interventions benefit communities and working children?

By exploring these questions, the research aims to shed light on the potential of psychosocial education as a tool for meaningful change, particularly in addressing the deep-seated issues perpetuating child labour.

In this chapter, the reader will be able to find a general overview of the central theme of this paper, Child Labour, looking at its origin, definition and historical context to set the tone for the literature used throughout the paper.

1.1 – Child Labour Context

Child labour is deeply entrenched in history (Hobbs et al, 1997). In earlier eras, it was common for children to engage in labour-intensive tasks to support their families. However, the Industrial Revolution exacerbated the problem (Hobbs et al, 1997). With rapid urbanisation and industrial growth, children became cheap sources of labour, working in brutal conditions (Hobbs et al, 1997). In the 19th century, the public consciousness in Western societies began to grapple with the ethical dimensions of child labour (Hobbs et al., 1997). Literary works played a pivotal role in highlighting these concerns. Dickens' "Oliver Twist," for example, provided a harrowing depiction of workhouses and the plight of child labourers in Victorian England (Dickens, 1837). Laws and regulations eventually began to surface, with Britain leading the way. The Factory Act of 1833 set age restrictions and working hour limitations for child labour, laying the groundwork for subsequent child labour laws worldwide (Hobbs & McKechnie, 1997)¹.

¹ These ideas are interpreted variably across different contexts. Furthermore, the ILO's six classifications of child work and child labor are also interpreted differently by various nations, as their laws dictate the permissible age for children to work and the nature of work allowed at specific ages. (Berman et al, 2021)

The understanding and classification of child labour have witnessed considerable transformation due to international conventions, regulations, and heightened awareness. The International Labour Organization (ILO) provides a foundational definition of child labour, identifying it as "work that deprives children of their childhood, their potential and their dignity, and is detrimental to their physical and mental development²" (ILO, 2021). This overarching definition encompasses a broad range of activities and work conditions, lacking a more extensive and more universally accepted definition; this is the definition of use throughout this paper.

In conclusion, while the impacts of child labour are multifaceted, encompassing economic, educational, and socio-cultural dimensions (Edmonds, 2007), in this section, it was possible to obtain a general overview of the main topic of child labour, as well as the definition set by the International Labour Organization that the researcher will make use of throughout the paper. It was also possible to identify a historical context of the origins of child labour as we know, pinpoint the British Industrial Revolution and the post-Second World War as periods of significant development toward today's policies and concerns.

1.2 Child Labour in Post Conflict Countries

Beyond the Child Labour numbers lies an often-overlooked facet: the intricate relationship between child labour and mental health (Vaidya, 2018). Mental health not only suffers because of child labour but can also be a contributing factor to its prevalence in post-conflict countries (Vaidya, 2018). In this section, the researcher sets the tone to one of the main focus points of this paper by looking into structural violence as a significant issue that when left unaddressed can lead to the failure of intervention against child labour and result on relapse (Trihn, 2019).

In post-conflict countries, the intricate relationship between child labor and mental health becomes particularly pronounced. These regions often grapple with a nexus of economic instability, disrupted education systems, and societal trauma, creating a fertile ground for child labor to flourish (Betancourt et al., 2013). In such contexts, children are not only coerced into labor due to economic necessity but are also exposed to environments that exacerbate mental health issues, including trauma, anxiety, and depression (Fernando & Ferrari, 2013). This

² The age of the child becomes a pivotal factor in demarcating what qualifies as child labour. Through the Minimum Age Convention in 1973 (No. 138), the ILO set clear benchmarks regarding the age of employment, recommending that it should align with the age of mandatory schooling and, under no circumstance, should it be below 15 years (ILO, 1973). As for developing countries, the convention settled on 14 as the minimum age.

psychological toll is not merely a consequence of child labor but can perpetuate a cycle of vulnerability, where impaired mental health undermines a child's capacity to escape exploitative conditions (Derluyn et al., 2015). Thus, addressing child labor in post-conflict scenarios necessitates a dual focus on economic rehabilitation and psychosocial support, recognizing the intertwined nature of mental well-being and labor exploitation among children in these fragile settings (UNICEF, 2021).

Engaging in labour often deprives children of their childhood, disrupting their educational opportunities and exposing them to physical and emotional hazards (Trihn, 2019). A study by International Labour Organization suggests that children involved in labour activities are more prone to develop mental health disorders, including depression, anxiety, and post-traumatic stress disorder (ILO, 2017). Their prolonged exposure to strenuous tasks, abusive environments, and lack of familial support exacerbates their vulnerability to psychological distress (UNICEF, 2016). Furthermore, the mental health impacts of child labour can persist into adulthood, perpetuating a cycle of poverty and psychological morbidity (Trihn, 2019). According to a publication in "The Lancet Psychiatry" (Walker et al., 2019), early-life stressors, such as those experienced in child labour, can lead to neural changes, adversely affecting cognitive and emotional development. As global efforts intensify to eradicate child labour, it becomes paramount to address its psychological dimensions, ensuring holistic interventions that prioritize children's mental well-being (Trihn, 2019).

Although child labour is more than a statistic, it symbolizes the manifestation of structural and cultural violence, deeply rooted in many regions, such as Colombia, still grappling with the legacies of colonialism (Vaidya, 2018). This research delves beyond merely analysing strategies to curb the rise of child labour. It seeks to understand and evaluate approaches that not only reduce these numbers but also foster empowered and peaceful communities. In this paper, readers will find a comprehensive overview of recent research on child labour, examining its causes, consequences, and significance in contemporary society. The paper includes a detailed section on various interventions previously implemented in different contexts. A significant focus of this research is the "Educame Primero" program. This section explores its origins, methodologies, and its relationship with Peace Education, Psychosocial Education, and Bronfenbrenner's Ecological Systems theories, offering an in-depth understanding of its approach and impact.

The methodology section of this paper outlines the diverse methods employed throughout the research. It encompasses desk research and interviews conducted in regions where the "Educame Primero" program has been implemented, as well as more detailed information on the data selection, sources and choices taken throughout the development of the research.

The data analysis section delves into the insights gained from the interviews, connecting them to key issues highlighted in the literature review. This synthesis offers a nuanced understanding of the program's impacts and the broader context of child labour, as well as the impacts in the children's and community. There is a special focus on the capacity of the program to develop resilience and enhance the children behaviour in class but also towards figures of authority and their parents.

Finally, the concluding chapter presents recommendations and suggestions for further research, opening avenues for continued exploration in this critical field. This paper aims to contribute meaningfully to the discourse on child labour, highlighting the importance of addressing mental health as part of community empowerment in post conflict countries such as Colombia.

Chapter 2 - Literature Review and Theoretical Framework

In this chapter, the researcher delves into the intricate web of literature surrounding child labour, focusing on its impacts, effects, and underlying reasons. The aim is to shed light on the multifaceted nature of this global issue, with particular emphasis on four critical dimensions:

- school attendance
- social relations
- Mental Health
- Participatory Interventions

The first section explores the different types of child labour, how child labour influences school attendance, examining the complex interplay between work obligations and educational opportunities. This section scrutinizes the barriers that child labour poses to consistent school attendance and the consequent long-term effects on educational attainment.

Following this, the chapter takes a closer look at the psychological ramifications of child labour. In this section the researcher investigates how involvement in labour at a young age can have profound and lasting effects on the mental health and emotional well-being of children. This segment of the literature review illuminates the psychological toll of child labour, offering insights into its impacts on a child's development and mental health.

In the latter part of this chapter, we introduce the theoretical frameworks underpinning the research project. The researcher connects three theories -Peace Education, Theory of the Ecological System and Psychosocial Education - to identified gaps in the existing literature, illustrating how this research contributes new insights and value to the ongoing discourse on child labour.

2.1- Forms of Child Labour

Hazardous child labour is a severe form of child exploitation that subjects minors to environments and tasks detrimental to their physical, emotional, or mental well-being (Bass,2004). This form of labour involves activities that expose children to dangerous machinery, toxic substances, or extreme conditions that can lead to long-term health issues or even death. Such environments are not only physically perilous, but they also carry significant psychological impacts due to the stress, fear, and trauma associated with them (Bass,2004). For

instance, a study by Bass (2004) highlighted those children working in the mining industry in Sub-Saharan Africa faced significant risks, including exposure to harmful chemicals, risk of mine collapses, and long working hours in dark, cramped spaces. These conditions not only affect their immediate health but also have long-term developmental consequences, affecting their ability to lead fulfilling lives as adults (Bass,2004). In this section it will be possible to look more in depth to some of the form of child labour going through real examples from different world regions.

2.1.1 Agricultural Labour

Globally, the agricultural sector remains the largest employer of children. These young workers are involved in a plethora of activities, from sowing seeds to harvesting mature crops. The work conditions, especially exposure to pesticides, physical strain, and the use of complex machinery, present significant challenges (Bass, 2004). This can be observed in Zdunnek's study on one of the biggest Cocoa producers in the World. Ghana, one of the world's leading cocoa producers, has seen substantial involvement of children in various stages of cocoa production (Zdunnek,2008). These children are engaged in an array of tasks, from planting and maintaining the cocoa trees to harvesting the pods and extracting the beans (Zdunnek,2008). Often, they handle dangerous tools and are exposed to harmful chemicals without adequate protective equipment (Zdunnek,2008). Chemical exposure together with the physical demands of these tasks, combined with prolonged working hours, pose significant health risks, both in the short and long term. Zdunnek, elucidates that such practices not only hinder the children's physical and psychological well-being but also deprive them of educational opportunities, perpetuating cycles of poverty.

2.1.2 - Industrial Engagement

Another significant portion of children can be observed in various industries (Edmonds, 2007). Their roles in these sectors are multifaceted and often encompass activities in brick manufacturing units, garment production lines, and even mines (Basu et all, 2003). These industrial environments, marked by their intense work demands, can have adverse impacts on the holistic development of the child (Edmonds, 2007). In contemporary times, while there has been a significant reduction in child labour in industrialized nations due to rigorous laws and regulations, the issue remains persistent in many developing countries (Edmonds, 2007). The reasons behind this are multifaceted, including poverty, lack of education, and sometimes cultural norms where work is seen as a form of skill development (Basu et all, 2003). In the Asia-Pacific region, the relative percentage of child labourers may be lower than in Africa, but

the sheer population results in high absolute numbers. Children are often found employed in the textile sector, and exposed to poor work conditions (Nielsen,2005). Particularly in countries like Bangladesh “is considered to have the child labour problem, especially in the RMG sector”, and “Nearly all the child labour in export industries is found in the garment sector.” (Kamruzzaman, 2018). Children, often as young as five, work long hours sewing clothes, often in hazardous conditions and without adequate breaks (Kamruzzaman, 2018). They can handle sharp tools and are exposed to harmful chemicals, leading to numerous health issues. This situation was brought to international attention through various reports and documentaries highlighting the dark underbelly of fast fashion (Moulds, 2013). Similarly, the mining industry in parts of Africa engages a significant number of child labourers. In the Democratic Republic of the Congo, for instance, children work in cobalt mines, a mineral essential for producing batteries in electronic devices (Basu et al, 2003). These young miners face extreme health risks, including exposure to toxic dust, intense physical strain, and the constant threat of mine collapses (Benjamin, 2017) While the immediate dangers to physical health are evident, the psychological and long-term developmental consequences of children working in industries cannot be overlooked (Thrin, 2020). Continued exposure to hazardous conditions, combined with the deprivation of educational opportunities, has lasting repercussions on their mental well-being and future potential (Thrin, 2020). They grow up with limited skills, which reduces their chances of securing better employment opportunities in adulthood, thus perpetuating cycles of poverty (Bhalotra & Heady, 2003).

2.1.3 – Domestic Work

A form of child labour that frequently remains concealed from public scrutiny involves children serving in domestic capacities. “Child domestics are among the most vulnerable of child workers and the most invisible” (Levison,2010). These children are responsible for household chores, caregiving duties, or both. The absence of clear working hours and the potential for exploitation make this form particularly concerning (Blagbrough, 2008). Domestic work is often not perceived in the same light as other forms of employment. In many cultures, domestic chores are considered a natural responsibility for children, especially girls, and a way for them to learn skills they would need in their adult lives (Blagbrough, 2008). This normalization contributes to the public’s acceptance of child labour within the domestic sector (Levison,2010).. A salient aspect of child labour in this sector is its strong gender bias. A majority of child domestic workers are girls, revealing a deeper-rooted gender inequality issue (Levison,2010).. These girls are often from marginalized communities, and their employment

is seen to ease the economic burden on their families (Levison,2010). Not only are they deprived of their childhood and education, but they also become highly susceptible to physical, emotional, and sometimes even sexual abuse (Black, 2002).

These children might be on call around the clock, attending to the needs of their employers. (Levison,2010). The boundaries between work and rest are often blurred, leading to physical and mental exhaustion (Camacho, 2013). One major challenge in addressing child labour in the domestic sector is the lack of legislative protection (Tsikata, 2011). While many countries have labour laws, domestic workers, especially children, often fall outside their purview. (Tsikata, 2011). This legal void creates an environment where exploitation can occur unchecked. Even in regions with legal frameworks, enforcement remains problematic due to the private nature of the work (Blagbrough, 2008). Isolation is another significant challenge faced by child domestic workers. Removed from their families and communities, they often work in settings where they lack access to external support systems (Camacho,2013). This isolation exacerbates their vulnerabilities, as they have limited avenues to voice their grievances or seek help (Ehrenreich & Hochschild, 2002).

2.1.4 - Bonded Labour and Human Trafficking

There exists a subset of child labour where children are compelled to work due to inherited debts, usually taken on by their parents (Shrinivasan, 2021). These children remain in this bonded state until the debt is reconciled, often under terms and conditions that are manipulatively set by the employer (Shrinivasan, 2021). Additionally, the issue of trafficking children for labour purposes stands as a grim reality in some parts of the world (Bales, 2007). Bonded labour and human trafficking are two of the most egregious forms of child labour, representing severe violations of human rights (Shrinivasan, 2021). This form of labour ties the child to a specific employer and makes it nearly impossible for them to escape due to the ever-increasing debt resulting from exorbitant interest rates or fraudulent charges (Basu & Chau, 2004). Human trafficking, on the other hand, involves the illegal transportation of children within or across borders for the purpose of forced labour or commercial sexual exploitation. Trafficked children are typically isolated from their families and familiar surroundings, leaving them highly vulnerable to abuse and exploitation (Shrinivasan, 2021). They often work in clandestine industries, making detection and intervention difficult (Dottridge, 2002). Both

bonded labour and human trafficking trap children in cycles of exploitation, depriving them of basic human rights, education and a normal childhood (Shrinivasan, 2021).

2.1.5 - Involvement in Armed Conflicts

Particularly in zones of political unrest and conflicts, children may find themselves engaged in roles that range from being child soldiers to logistical support personnel, subjecting them to immense physical and psychological risks (Singer, 2006). The involvement of children in armed conflicts stands as one of the gravest manifestations of child labour and a violation of human rights (Silva, 2001). Throughout history and into the contemporary era, children have been forcibly recruited, coerced, or otherwise made to participate in hostilities by state and non-state armed groups (Druba, 2007). This involvement is multifaceted, ranging from serving as combatants to fulfilling roles as porters, cooks, spies, and even sexual slaves (Singer, 2005). The motivations for recruiting children are diverse. They include the tactical advantages that children can offer children are easier to manipulate, can be taken from their homes without resistance, and can navigate environments inconspicuously, making them invaluable in guerrilla warfare settings (Silva, 2001). Additionally, from a psychological perspective, children's inherent vulnerability and the absence of fully developed critical thinking skills make them more susceptible to indoctrination, making them reliable and often unquestioning conflict participants (Wessells, 2006). The ramifications of child involvement in armed conflicts are profound. The immediate physical threats, such as injury and death, are compounded by psychological and emotional traumas. Exposure to violence at such a tender age impacts a child's mental well-being, manifesting in post-traumatic stress disorders, anxiety, depression, and other psychosocial issues (Druba, 2007). Furthermore, participation in hostilities robs these children of their educational opportunities and the chance to experience a normal childhood, perpetuating cycles of poverty and violence in many cases (Machel, 1996).

2.1.6 - Street Work

Street work and participation in the informal sector constitute significant dimensions of child labour (Cecilia, 2021). “Children working on the streets are a common sight in many urban settings globally, engaged in activities such as vending, begging, shining shoes, or washing cars” (Cecilia, 2021). Their visibility on streets contrasts sharply with their invisibility in official statistics and social protection schemes. Exposed to the vagaries of urban environments, these children often face a heightened risk of physical harm, exploitation, and

abuse (Bourdillon et al., 2010). Parallely, the broader informal sector, which encompasses unregulated small-scale enterprises in agriculture, craft, or trade, employs many children. While the informal nature of these jobs might offer immediate income and flexibility, it simultaneously deprives child workers of legal protections, structured working hours, and fair remuneration (Guarcello et al., 2007). Moreover, working in the informal sector often interferes with educational opportunities, further entrenching the cycle of poverty and limiting prospects (Guarcello et al., 2007).

2.2 Root Causes of Child Labour

In this section, the researcher explores the root causes of child labour, delving into some of the main issues present in child labour prompt regions. Thei section will examine a range of socio-economic, cultural, and political factors, uncovering how they intertwine to create environments where child labour not only emerges but persists.

2.2.1 - Economic Factors and Poverty

Perhaps the most evident root cause of child labour is poverty (Dowuona-Hammond, 2020). In families that struggle with financial insecurity, every member, including children, may be compelled to contribute to the household's income (Dowuona-Hammond, 2020). Economic necessity often overpowers other considerations, like the child's education or well-being. In such contexts, child labour is perceived not as an exploitative act but as a survival strategy (Basu, 1999). Economic factors and poverty are paramount in driving the incidence of child labour across various global regions (Dowuona-Hammond, 2020). In settings marked by acute financial hardship, families often lean on every possible resource, including their children's labour, to mitigate economic shortfalls (Dowuona-Hammond, 2020). Such exigencies compel children into a myriad of work activities, from farming to high-risk industrial tasks, to merely ensure basic sustenance (Basu & Van, 1998). The pressing economic need sometimes overshadows the longer-term benefits of education, with families viewing immediate labour returns as more tangible than potential educational dividends (Dowuona-Hammond, 2020). This perspective tends to stem from the perception that education may not always lead to improved economic outcomes in severely impoverished contexts (Woodhead, 1999). Consequently, the cycle intensifies: the absence of education restricts future income opportunities, ensuring the continued interplay of poverty and child labour across successive generations (Edmonds, 2007). These economic realities also form the foundation for alternative narratives which argue that child labour, within certain contexts, isn't wholly detrimental (Woodhead, 1999). From this viewpoint, child labour is seen as a practical response to economic challenges, a lens that underscores the importance of nuanced understandings and solutions (Woodhead, 1999)..

2.2.2 - Lack of Access to Quality Education

In regions where quality education is either unaffordable or unavailable, children are more likely to enter the workforce (Sharma, 2019). The absence of schools, insufficient infrastructure, or the perceived irrelevance of the curriculum can deter parents from enrolling their children in school (Sharma, 2019). Additionally, when education doesn't appear to lead directly to better employment opportunities, families might deem work as a more practical option for their children (Edmonds et al., 2005). “In many regions, inadequate educational infrastructure or the absence of schools altogether forces children into the workforce” (Sharma, 2019). Often, schools that do exist might be plagued by issues such as unqualified teachers, insufficient resources, or overcrowded classrooms, diminishing their value proposition for parents (Orazem et al., 2009). The direct costs of schooling—both in terms of foregone earnings from potential work and potential direct expenses like tuition fees, uniforms, or books—further push families to prioritize immediate economic needs over long-term educational investments (Maya, 2016). Moreover, when families perceive education as not translating to meaningful future employment opportunities, they might deem immediate labour more practical for their children (Sharma, 2019). This lack of access not only deprives children of their right to education but also entrenches them in a cycle where limited education diminishes future earnings potential, thereby perpetuating child labour across generations (Ravallion et al., 2000).

2.2.3 - Sociocultural Norms:

In many societies, work is seen as a rite of passage for children, preparing them for adult responsibilities (Woodhead, 2004). “Certain types of work, particularly in agriculture or family enterprises, are viewed as training rather than labour” (Woodhead, 2004). These cultural and traditional beliefs can legitimize and perpetuate child labour practices (Woodhead, 2004). Also as referred earlier in this chapter, gender plays a particularly salient role within these norms (Levison, 2010). In certain societies, traditional roles ascribed to genders influence the type of work children undertake. For instance, boys might be expected to assist in fields or herding, while girls may be directed towards domestic chores or caregiving roles (Levison, 2010). This gendered differentiation not only limits opportunities for both genders but also compounds vulnerabilities, with girls often facing added risks in domestic and caregiving settings (Nieuwenhuys, 1996). As a result, confronting child labour requires not only economic and

educational interventions but also a deeper engagement with and re-evaluation of societal norms and gender roles that perpetuate such practices (Goto, 2011).

2.2.4 - Weak Legislative Frameworks

Ineffective laws or inadequate enforcement mechanisms can result in rampant child labour (Winstanley,2008). While many countries have ratified international conventions against child labour, gaps in domestic legislation or a lack of political will render these commitments ineffectual (Cigno et al., 2002). The informal nature of much child labour further complicates monitoring and regulation efforts (Cigno et al., 2002). Weak legislative frameworks significantly contribute to the perpetuation of child labour in many regions (Murshed,2001) . A robust legislative environment is essential to define, regulate, and penalize instances of child labour effectively (ILO, 2019). In the absence of such frameworks, or when they exist but are inadequately enforced, the practice continues with little deterrence (Lieten & White, 2001). The International Labour Organization (ILO) has been instrumental in introducing conventions aimed at eliminating child labour. Its conventions, particularly Convention No. 182 on the Worst Forms of Child Labour, have been ratified by most countries, showcasing global commitment (ILO, 2019). However, while setting standards is crucial, effective implementation at the national level remains a challenge. Enforcement mechanisms, adequate resources for inspection, and clear punitive measures are vital components of a holistic approach (ILO, 2019). An illustrative example of legislative improvement is the Dutch Child Labour Due Diligence Law (CSDDD). Enacted in 2019, this law mandates companies to identify, prevent, and assess child labour within their supply chains. Firms are required to submit public declarations detailing their due diligence, and those failing to comply face significant fines (van der Ploeg & Niesten, 2020). The CSDDD serves as an exemplar of how nations can bolster legislative measures to combat child labour beyond their borders, addressing the globalized nature of production and consumption (van der Ploeg & Niesten, 2020).

2.2.5 - Supply and Demand

The global demand for cheap goods and exploitation in supply chains have led to legislation such as the CSDDD. The global demand for cheap goods puts pressure on producers to lower production costs (Winstanley,2008). One way to achieve this is by employing cheap labour,

and children often fit this criterion. They are less likely to demand higher wages or better working conditions and are more manageable than adult workers (Winstanley,2008). This demand-side pressure, combined with a ready supply of child labourers from impoverished backgrounds, perpetuates the cycle (Neumayer & De Soysa, 2005). (Zutshi,2009). Supply and demand dynamics play a pivotal role in the perpetuation of child labour. the supply side is deeply entangled with the above-mentioned causes of labour through factors such as poverty, lack of access to quality education, and sociocultural norms that drive families to offer their children's labour as a resource (Basu, 2000). Consumers, often unaware or indifferent to the production processes, inadvertently support businesses that utilise child labour by demanding more affordable products. Thus, the interplay between the supply of child labour from socio-economically vulnerable segments and the demand for cost-effective production in competitive markets perpetuates the cycle (Winstanley,2008).

2.2.6 - Migration and Urbanization

Rural-to-urban migration can lead to an influx of children into cities where they “may end up working in the informal sector, including as street vendors or in domestic service” (Mansuri, 2006). The dislocation and absence of familiar community structures can leave migrant children especially vulnerable to labour exploitation (Bac, 2007). Migration, particularly in the context of child labour, is not always cross-border (O’Kane, 2002). Often, it is local or internal, wherein families, driven by poverty or economic desperation, move from rural to urban settings seeking better livelihood opportunities (Roggero et al., 2007). Children, in such cases, may be pulled out of school and thrust into the workforce to supplement family incomes in unfamiliar urban environments (Nath, 2009). For many, the transition from rural to urban settings can be jarring, leading them to jobs in unregulated, informal sectors with minimal oversight or protection (Nath, 2009). Further complicating the scenario is the plight of indigenous children who migrate. Being part of marginalised communities, they face dual vulnerabilities: first, as children exposed to labour and exploitation, and second, as members of indigenous groups that often face systemic discrimination and exclusion (Crawford, 2004). These children might end up in jobs that not only pay less but also subject them to heightened risks, both physically and mentally. Urbanisation, a broader societal transition, amplifies these challenges. As cities expand and economies shift from agrarian to industrial or service-based models, there is a surge in demand for cheap, unskilled labour (O’Kane, 2002). This demand often pulls in

children, especially those from migrating families unfamiliar with urban landscapes and desperate for work (Porter et al., 2012).

2.3 - Impacts of work in children

In this section, the paper focuses on the impacts of child labour, with a special focus on social interactions and mental health. Understanding these consequences is vital to comprehending the full spectrum of challenges faced by child labourers (Vaidya, 2018). The following literature explores how early entry into the workforce can disrupt the normal social development of children, affecting their interactions with peers, family, and the larger community. This section also aims to shed light on the psychological toll of child labour, examining how the burdens of work can impede mental well-being and emotional growth.

2.3.1 - Physical Health Impacts

As referred to previously, one of the most immediate and observable consequences of child labour is its effect on children's physical health (O'Donnell, 2002). Many children engaged in labour, especially in hazardous industries like mining, construction, or agriculture, are exposed to harmful chemicals, strenuous physical activities, and dangerous machinery (Blagbrough, 2008). This exposure often results in physical injuries, respiratory problems, exposure to toxins leading to chronic health issues, and in extreme cases, death (O'Donnell, 2002). The long hours that children might work also deprive them of adequate rest, which is essential for their still-developing bodies (O'Donnell, 2002). Nutritional deprivation is another significant concern, as working children, especially those in low-income regions, might not receive adequate nutrition, further exacerbating health problems (O'Donnell, 2002).

2.3.2 - Psychological and Emotional Impacts

Work can impose significant mental and emotional strain on children (Gibson, 2017). Children often face abuse, exploitation, and extreme stress when engaging in labour at a young age (Gibson, 2017). Such experiences can lead to various psychological issues, including "depression, anxiety, post-traumatic stress disorder, and other emotional disorders" (Sturrock, 2016). Furthermore, children engaged in work might develop "low self-esteem, feeling undervalued and trapped in their circumstances" (Sturrock, 2016). The lack of a chance to play, explore, and interact with peers in a non-work context can also impede their social development, making it difficult for them to form healthy relationships as they grow. Moreover, the emotional toll of child labour is profound. Due to their developmental stage, children are less equipped to handle emotional trauma, which can result in psychological scarring (Sturrock,

2016). Emotional neglect, a common experience for working children, can hinder their ability to form secure attachments and trust relationships, impacting their social development and interactions. The impact on cognitive and psychological development is also notable (Sturrock, 2016). During childhood and adolescence, the brain undergoes significant development, and exposure to constant stress can interfere with this process. Chronic stress has been linked to alterations in brain development, affecting areas responsible for memory, emotional regulation, and decision-making (Sturrock, 2016). “This can lead to difficulties in learning, problem-solving, and managing emotions effectively, affecting the child’s overall psychological resilience” (Sturrock, 2016).

2.3.3 - Socio-cultural Impacts

The socio-cultural impacts of child labour are profound and often intertwined with societal norms and beliefs. As referred before, in many cultures, children working is seen as a rite of passage, a means of instilling discipline, or simply a necessity for family survival, making it both an impact and a reason for child labour (Basu & Tzannatos, 2003). These cultural norms can sometimes overshadow the detrimental effects of child labour in the children’s social environment. Children involved in labour often face stigmatization and discrimination within their communities. They might be viewed as inferior or marginalized, affecting their self-esteem and social integration (Hungerland, Liebel, Milne, & Wihstutz, 2007). This stigmatization can create barriers to escaping the cycle of labour, as the children may internalize these societal attitudes, feeling entrapped in their circumstances. The socio-cultural impacts of child labour highlight the importance of culturally sensitive interventions. These interventions should not only address the economic and legal aspects but also aim to change societal attitudes and norms perpetuating this practice (Liebel, 2004).

2.3.4 - Educational Impacts

Labour and education are often inversely related when it comes to children (Edmonds, 2007). The more hours children dedicate to work, the less time and energy they must pursue education (Edmonds, 2007). Many working children either drop out of school to meet their work responsibilities or never attend school at all. As referred on Basus article that explores the economics of child labour, the primary issue is the reduction in school attendance and engagement. (Basu & Van, 1998). Even when children manage to attend school, the exhaustion and stress from work can impede their ability to concentrate, learn, and participate actively in

class (Edmonds, 2007). The cognitive overload from balancing work and school responsibilities can lead to decreased mental capacity for academic tasks (Edmonds, 2007). But the educational impacts extend beyond academic performance. Missed educational opportunities hinder children's overall development, including critical thinking, problem-solving skills, and social interactions that are typically fostered in a school environment tasks (Edmonds, 2007). This deprivation can lead to long-term consequences, perpetuating a cycle of poverty and limited career opportunities. Furthermore, child labour can reinforce existing educational disparities, particularly affecting marginalized communities and girls, further entrenching inequalities (UNICEF, 2021). The cumulative effects underscore the need for integrated strategies that address child labour and promote access to quality education.

In sum the discussions on the multifaceted causes and manifestations of child labour, the pattern aligns closely with the concepts of structural and cultural violence as postulated by Johan Galtung. Structural violence, as Galtung elucidates, refers to the systematic ways in which social structures harm or otherwise disadvantage individuals (Galtung, 1969). Many of the triggers and perpetuating factors of child labour, from economic disparities and weak legislative frameworks to the effects of migration and urbanization, can be understood within this paradigm. In this section we could find literature that set the frame for the first research question paper related to the relation between child labour and structural violence. The above factors are not merely isolated factors but are deeply embedded within societal systems and structures that perpetuate harm (Brady,2019). Equally significant is the role of cultural violence, where cultural norms and beliefs shape and legitimize harmful practices and discourses. The sociocultural norms influencing child labour, especially around gender and indigenous identities, bear testament to this (Brady,2019). Such norms not only normalize but often reinforce the acceptance of child labour within communities.

2.4- Previous Interventions

This chapter delves into the multifaceted world of child labour interventions, exploring various global strategies aimed at tackling this complex issue, and looking in depth into what is known to work to prevent child labour. Recognizing that child labour is a symptom of deeper socio-economic and cultural challenges, this chapter examines diverse approaches ranging from legislative reforms to educational initiatives. These interventions highlight the necessity of multi-faceted strategies to effectively combat child labour. We will explore specific examples of promising interventions, Although the chapters focal point is an in-depth exploration of "Educame Primero," a program prioritizing education to address child labour.

2.4.1 . Program CLARISSA

This chapter focuses on the transformative potential of participatory adaptive programming in the context of child labor interventions, particularly drawing from the insights of the CLARISSA program in Nepal and Bangladesh (Apgar et al., 2021). "As Chambers profoundly stated, the unpredictability of development through the lens of complexity suggests nurturing diverse, locally grounded responses rather than imposing top-down solutions" (Apgar et al., 2021; Chambers, 1997). This section delves into the fundamental need for reframing traditional intervention approaches, arguing for the adoption of participatory and adaptive methodologies that embrace the complex nature of child labor.

Participatory adaptive programming emerges as a response to the shortcomings of conventional interventions(Apgar et al., 2021). As Apgar and Burns illustrate, this approach is rooted in "identifying leverage points through engagement with system actors, who are the agents of change." Drawing on the experiences of the CLARISSA program, this section showcases the practical application of participatory adaptive programming (Apgar et al., 2021). It highlights how "the program's intentional learning design facilitated iterative reflection on programmatic assumptions" (Apgar and Burns, 2021), leading to more effective and contextually relevant interventions.

One of the core elements of participatory adaptive programming is the inclusion of children's voices. "The agency of children, mostly absent from traditional intervention design, is pivotal" (Raenaert et al., 2009). This section discusses the importance of involving children in the co-creation of interventions, ensuring their experiences and perspectives shape the outcomes. The CLARISSA program's use of SAR is highlighted as a key factor in its success. "The iterative nature of SAR, involving continuous participatory review and reflection, enables learning

about outcomes to be surfaced and fed back into design" (Burns, 2007). This section elaborates on how SAR contributed to the reframing and reconceptualizing of interventions within the program. While participatory adaptive programming offers significant advantages, it is not without challenges.

2.4.2 Educame Primero Colombia

"Educame Primero" (Educate Me First), an innovative program aiming to prevent child labour, is grounded in the recognition of the need to improve existing preventive frameworks (Maya,2021). Drawing on insights from Professor Maya's book, it becomes evident that the program's development was deeply influenced by a set of focal points crucial for its success. These include transforming schools into community hubs, empowering communities, and enhancing the ecosystem of relationships between parents, the community, and schools.

Schools as Community Hubs

The concept of schools as community hubs is central to the design of "Educame Primero."(Maya et all, 2014) This approach goes beyond the traditional role of schools as mere educational institutions, instead positioning them as integral and active components of the community (Maya, 2021). The idea is rooted in the understanding that schools can serve as centers for various community activities, resources, and services, thereby fostering a sense of ownership and involvement among community members. By transforming schools into hubs, "Educame Primero" seeks to create a supportive environment that is conducive to learning and development, while also providing a safe space that can deter children from engaging in labour (Maya et all, 2014).

Community Empowerment

Professor Maya also emphasizes the importance of community empowerment in preventing child labour. "Educame Primero" incorporates this by actively through the development of spaces for both children and parents to learn about their rights and children's rights (Holgado, 2015). The rationale is that empowered communities are better equipped to identify and address their own challenges, including those that contribute to child labour (Maya, 2021). The program aims to facilitate the development of community-based solutions, leveraging local knowledge and resources (Maya et all, 2014).

Enhancement of Ecosystem Relations

The third focus identified by Professor Maya is the enhancement of the ecosystem of relationships between parents, the community, and schools. "Educame Primero" acknowledges that the dynamics within this triad are complex and can significantly impact a child's propensity to engage in labour. Therefore, the program aims to strengthen these relationships by fostering better communication, collaboration, and mutual support (Maya,2021). For instance, engaging parents in school activities and decision-making processes can create a stronger bond between the school and the family, thereby reinforcing the value of education (Maya,2021). Additionally, by building a supportive community network around the school, children and their families can access resources and support systems that may alleviate some of the pressures that lead to child labour.

In essence, "Educame Primero" is not just about keeping children out of labour (Maya et al, 2014); it's about creating an ecosystem where education is valued, communities are empowered, and schools serve as pivotal points of convergence and growth. By focusing on these key areas identified by Professor Maya, the program aims to address the root causes of child labour and pave the way for a future where every child has the opportunity to learn, grow, and thrive within the nurturing environment of their community.

The core of "Educame Primero Colombia" is rooted in its psycho-educative intervention, with activities primarily aiming to foster personal skills and encourage free play among participants (Marquez et al, 2018). The programme is structured around two main components: "espacios para crecer" and "baúl de juegos", both "designed with the underlying objective of endorsing universal access to education as an alternative to child labour" (Maya et al, 2014). "Education is the most powerful weapon which you can use to change the world," once noted by Nelson Mandela (Mandela, 2003). This sentiment is echoed in the programme's ethos, seeking to ensure that children have ample opportunities for personal growth, learning, and development (Maya,2021). Furthermore, the programme's trajectory highlights its collaboration with the University of Sevilla from 2011 onwards, facilitated through scholarships from the Office of Development Cooperation and postgraduate scholarships provided by the Spanish Agency for International Cooperation (AECID) (Partners of Americas, 2011). Additionally, the Personal and Community Networks Laboratory (LRPC) subsequently joined, contributing to the international team that focused on evaluation and the ongoing improvement of the programme's implementation (Holgado et al, 2021).

It's noteworthy that "Educame Primero Colombia" is grounded in evidence, having previously demonstrated its effectiveness in six Central American nations: Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, and Nicaragua (Holgado et al., 2021). The collaboration between the University of Norte and the University of Sevilla has received recognition for its exemplary contribution in the Latin American Child Labour Network (LACTI), being highlighted as a responsible corporate action by the Valencian Institute of Infertility (IVI) and even acclaimed as a commendable educational practice against gender violence by the United Nations Development Programme (UNDP) (Maya, 2014). Over the years of this international cooperation with Colombia, significant insights have emerged. Foremost is the assertion that access to quality education is pivotal in combating child labour, a sentiment supported by Professor Maya's research another revelation is the diverse manifestations of child labour, contingent on varying social and community contexts (Holgado et al., 2014). For instance, forced displacements in the preceding five years emerged as the predominant predictor for child labour in rural Colombia (Maya, 2021). Yet, urban areas displayed distinct patterns, with child labour more likely influenced by maternal educational backgrounds and familial incomes (Maya, 2021). In addressing such diverse challenges, the programme emphasised the role of community and familial engagement (Holgado, 2015). For instance, university students serving as facilitators in the programme adapted their approaches based on the specific context, mediating with school faculties, and introducing initiatives to engage families (Holgado et al., 2021).

In concluding this chapter, it is evident from the preceding literature review on child labour that the subject is multifaceted and complex. Throughout this exploration, one aspect that particularly captured the researcher's interest was the impact of child labour intervention programs on the mental health of children. This area of investigation is notably underrepresented in the existing literature, often overshadowed by quantitative data that showcases the immediate effects post-program implementation. The long-term psychological ramifications for children who have experienced child labour and subsequently undergone intervention programs like "Educame Primero" remain largely unexplored. As Berman Boohla (2021) aptly highlights, there exists a significant gap in our understanding of the enduring impacts of such programs. This research aims to delve deeper into this aspect, striving to shed light on the long-term mental health outcomes for children who have been part of "Educame Primero," and by extension, contribute to a more holistic understanding of the effectiveness of child labour intervention programs.

2.5 – Theoretical Framework

Unlike direct violence, which is visible and manifest, structural violence is more subtle, ingrained in the very fabric of social, economic, political, and cultural systems (Galtung, 1969). It's the disparities seen in access to resources, power imbalances, systemic marginalization, gender inequality, and the inaccessibility to basic human needs like health, education, and employment (Omer, 2015). In this section the literature relates the symptoms of structural violence observable through the literature on the causes of child labour and relates it to the three theories used for the research.

2.5.1 Structural Violence:

The term Structural Violence, popularized by Johan Galtung in the late 1960s, embodies the subtle and often invisible societal structures that can lead to harm or disadvantage to individuals, even in the absence of a direct actor or explicit acts of aggression (Galtung, 1969). It's the less overt but deeply entrenched mechanisms of harm that are built into societal systems, which may perpetuate inequality, discrimination, and disparity (Farmer, 2004). It exists when certain groups are privileged over others (based on gender nationality, sexuality, community, etc.), leading to systematic disparities in health, wealth, education, and opportunities (Farmer, 2004). These disparities often don't arise from direct acts of violence or intentional harm. Instead, they emerge from historically established norms and practices that have become part and parcel of societal structures (Kappler, 2021).

“An example is the healthcare system. In many nations, access to healthcare is unequally distributed, often based on socioeconomic status” (Farmer, 2004). The poor, even if they have the same medical conditions as the rich, often receive less care, less timely care, or sometimes no care at all (Farmer, 2004). According to Professor Paul Farmer these health disparities aren't necessarily because of direct ill-will towards the impoverished. Instead, they arise from a health system structured around the ability to pay, leading to systemic neglect of those without financial resources (Farmer, 2004). Another dimension of structural violence revolves around racial and ethnic disparities Nwokolo, 2020. Systemic racism, a manifestation of structural violence, is not just about overt acts of discrimination (Nwokolo, 2020).

Gender is yet another sphere where structural violence is rampant (Levison,2010). Patriarchal societies, where male dominance is embedded in cultural, economic, and political structures, inherently disadvantage women (Levison,2010). According to Professor Crenshaw, women in

such societies may have fewer economic opportunities, less political representation, and even fewer rights over their bodies and lives, not because of explicit laws against them but because of deeply ingrained patriarchal norms (Crenshaw, 1991). Addressing structural violence is complex, primarily because it's not always visible.

In this section it was possible to relate the causes and impacts of child labour with the theory of Structural violence. As structural violence is deeply enrooted in the fabric of society, the researcher identifies peace education as a theory capable of provide children and communities with tools to health from past traumas and move past traumatic events that perpetuate structural violence.

2.5.2 - Peace Education

Peace education is an educational approach that seeks to instil values, knowledge, and skills necessary for conflict resolution, prevention, and the creation of a world imbued with a culture of peace (Wulf, 1974). It is not just the simple teaching about peace, but an immersive process of reorienting the mindset of individuals, from being reactive to conflicts, to proactively seeking harmonious relationships and fostering understanding (Wulf, 1974). In this section the paper dives into the Peace education theory, exploring how it can relate to child labour and structural violence by arming communities with tools for healing and resilience development.

At its core, peace education recognizes the intrinsic potential of every individual to contribute to the cessation of the cycle of violence that characterizes many aspects of human interaction, both at the individual and societal levels (Harris, 2007). The approach is rooted in the belief that education has the power to shape minds, attitudes, and behaviors and that, when directed positively, this transformative power can pave the way for a world less marred by conflict (Harris, 2004). Historically, the urgency for peace education emerged in the backdrop of global wars, with educators realizing the need to inculcate values that prevent conflicts from escalating into full-blown wars (Harris, 2007). The devastation wrought by World Wars I and II underscored the dire need for interventions that would educate generations about the ramifications of conflict and the merits of peace (Danesh, 2006) Content and curriculum in peace education can be diverse. It encompasses understanding human rights, developing skills for nonviolent conflict resolution, acknowledging the importance of gender equality, and fostering an appreciation for cultural diversity (Danesh, 2006). One critical aspect of peace education is also to cultivate critical thinking skills, enabling students to critically evaluate information, particularly in an age saturated with media and information (Reardon, 1988).

One unique facet of peace education is its emphasis on experiential learning. Theoretical knowledge about peace is complemented with practical exercises that simulate real-world scenarios, where students learn to apply the principles of nonviolent conflict resolution (Bar-Tal, 2002). Bar-Tal explains that this immersion helps bridge the gap between theory and practice, reinforcing the concepts learned. The significance of peace education is not limited to its preventive role in conflict but extends to its potential for healing post-conflict societies (Bar-Tal, 2002). In areas ravaged by conflict, peace education becomes an essential tool for reconciliation, helping communities heal from the trauma of violence and paving the way for collective healing and growth (Bush & Saltarelli, 2000).

In this context, peace education emerges as a vital tool for addressing and mitigating the detrimental effects of structural violence (Harris, 2007). It offers a transformative approach to understanding the deep-seated injustices ingrained within societal structures and cultivates a proactive mindset to challenge and change them (Danesh, 2006). One of peace education's principal tenets is cultivating critical thinking (Wulf, 1974). By educating individuals about the nature and nuances of structural violence, peace education equips them with the analytical tools to recognise, understand, and challenge systemic injustices (Harris, 2007). It encourages students to question the status quo, scrutinise societal norms and values, and challenge injustices that have been normalised over time (Bajaj, 2008). Furthermore, peace education promotes empathy and a sense of global citizenship (Bajaj, 2008). Structural violence often thrives on division — be it racial, ethnic, economic, or gender-based. Peace education fosters an inclusive perspective, encouraging students to understand and empathise with the experiences of marginalised groups (Harris, 2007). By highlighting the interconnectedness of human experiences and emphasising shared humanity, peace education dismantles the barriers that often perpetuate structural violence (Davies, 2004).

In the context of South Africa's post-apartheid, conflict resolution and mediation skills became an integral part of the school curriculum. Students were equipped with tools to engage in constructive dialogue, enabling them to navigate the myriad tensions and frictions that were inevitable in a society emerging from decades of institutionalised discrimination (John, 2018). One noteworthy initiative was the "Schools Peace Project" launched by the National Peace Accord Trust. This project aimed to transform schools into zones of peace, places where democratic values were nurtured, and where students were encouraged to challenge prejudices and stereotypes (John, 2018). Furthermore, teacher training programs emphasised the importance of pedagogical approaches that promoted critical thinking, allowing students to

critically engage with issues of identity, racism, and discrimination (John, 2018). John explains that the results, while not immediate, became evident over time. “A generation of South African students began to view themselves not through the limited lens of race or ethnicity but as integral parts of a diverse and united nation” (John, 2018).

Based on the understanding that Peace education has to be applied not only to the students attending the program but also to the pedagogical body of teachers that we can move forward to the second theory of this paper, Bronfenbrenner's Ecological Systems Theory.

2.5.3 - Bronfenbrenner's Ecological Systems Theory

In this section, the paper turns the attention to Bronfenbrenner’s Ecological Systems Theory, a framework that emerges as a complementary theory to peace education. This theory, developed by Urie Bronfenbrenner, offers a comprehensive view of how different environmental systems interact and influence human development.

Peace Education, which emphasises the cultivation of knowledge, skills, attitudes, and values necessary for peacebuilding, may align with Bronfenbrenner's Ecological Systems Theory at its multiple levels; Education can be integrated into school curricula, encouraging students to practice conflict resolution and mutual respect in their immediate surroundings (John, 2018) but also reflects the collaboration between educational institutions and families in reinforcing peace-oriented values. For example, the governmental policies on education and societal attitudes towards diversity and conflict used in South Africa’s case previously addressed significantly influenced how peace education is perceived and implemented and its long-term effectiveness (John, 2018). In essence, Bronfenbrenner's theory, when intersected with peace education, underscores the necessity of a holistic approach, engaging multiple layers of society, to foster a culture of peace effectively (Härkönen, 2007).

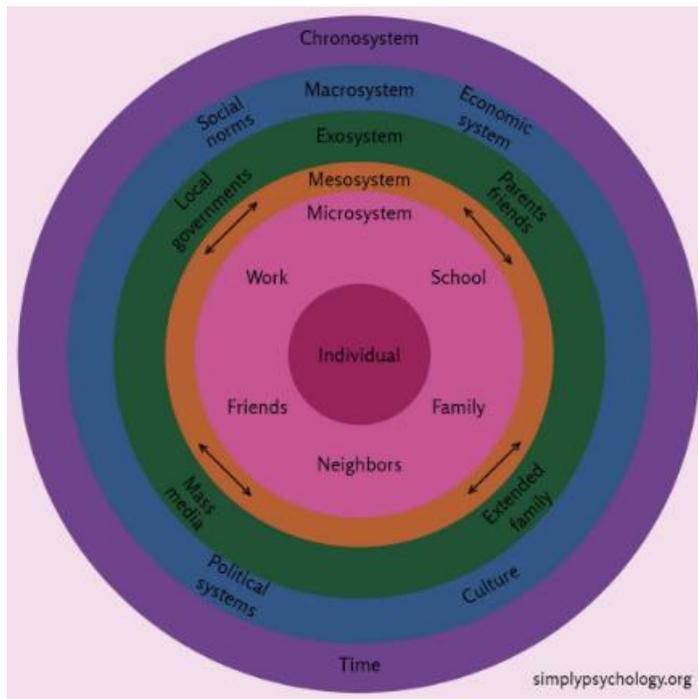


Figure 1- Diagram of Bronfenbrenner's Ecological System from simplypsychology.org

Urie Bronfenbrenner, was a renowned developmental psychologist, who introduced the Ecological Systems Theory in the latter half of the 20th century. This theory presents a layered perspective on human development, emphasizing the interplay between individuals and their surrounding environments. Unlike many conventional developmental theories that focus primarily on individual factors, Bronfenbrenner's model emphasizes the broader contexts within which a person grows and develops (Härkönen, 2007).

Bronfenbrenner's theory is distinguished by its systems approach. It identifies several environmental systems, each with specific roles, influences, and interactions:

Microsystem: This is the closest environment to the individual and consists of structures with which the individual has direct contact (Härkönen, 2007). This can include family, school, peers, and neighbourhood. Within this system, the immediate surroundings and relationships play a pivotal role in an individual's development. For instance, a child's understanding of societal roles might be directly influenced by parental behaviours or peer interactions at school (Paat,2013).

Mesosystem: This system encapsulates the interactions between different microsystems. For example, the relationship between parents (family microsystem) and teachers (school microsystem) would be part of a child's mesosystem. The mesosystem can shape the

individual's development by either reinforcing or contradicting messages across intertwined microsystems (Paat,2013).

Exosystem. The exosystem is a level removed from the individual's immediate environment but still exerts influence over their development. It includes settings or structures in which the individual does not actively participate but feels the indirect effects. For example, a parent's workplace can be an exosystem for a child (Paat,2013). If a parent loses a job or experiences workplace stress, it can indirectly influence the child's environment and well-being (Härkönen, 2007).

Macrosystem: This encompasses the overarching societal structures and cultural norms (Bronfenbrenner,1992). It includes broader ideologies, belief systems, societal customs, and economic systems (Härkönen, 2007). For example, societal norms about gender roles, racial and ethnic practices, or economic conditions in a country are part of the macrosystem (Härkönen, 2007).

Chronosystem: This system focuses on the dimension of time. It considers changes (or consistency) in the individual and their environments over life, such as major life transitions, socioeconomic shifts, or significant global events (Härkönen, 2007).

Bronfenbrenner emphasises that these systems are not isolated; they interact and influence one another. For instance, societal values (macrosystem) can influence educational curricula (exosystem), which in turn can shape classroom environments (microsystem) (Bronfenbrenner,1992). Moreover, as individuals mature and develop, they are not passive recipients within these systems; they also influence their environments and relationships (Bronfenbrenner,1992). Bronfenbrenner's Ecological Systems Theory has been foundational in various disciplines, from education and psychology to public health and social work (Härkönen, 2007). Its holistic approach recognizes that individuals cannot be understood in isolation. Environmental factors, from immediate relationships to societal norms, play a pivotal role in shaping behaviours, attitudes, and development (Bronfenbrenner,1992). For instance, educators, recognizing the interplay between these systems, may engage not just with students but also with their families and communities. Similarly, policymakers crafting interventions

for social issues may consider influences and pressures at multiple levels, ensuring that strategies are comprehensive and nuanced.

A real-world application of this theory is the U.S. federal program, "Head Start," designed to promote school readiness for young children from low-income families (Harden, 2010). The success of the Head Start program in supporting children's school readiness is a testament to the power of Bronfenbrenner's Ecological Systems Theory. By addressing children's needs at multiple levels of their environment – from their direct interactions with teachers to broader societal policies – the program embodies a holistic approach to child development (Harden, 2010). Professor Harden's research has shown that children enrolled in Head Start not only exhibit improved cognitive and social skills but also benefit from enhanced parent-child relationships and increased access to community resources (Harden, 2010). These positive outcomes across multiple systems underscore the interconnectedness of the various levels of Bronfenbrenner's theory.

Bronfenbrenner's Ecological Systems Theory provides a comprehensive lens to understand the multifaceted impacts of child labour on young individuals. Within the microsystem, the immediate environment of child labour often deprives children of a nurturing, stimulating atmosphere essential for healthy cognitive and emotional development. This lack can manifest in learning deficits or emotional trauma (Trinh, 2020). At the mesosystem level, child labour disrupts the positive interactions between different microsystems, such as family and school, as long work hours may lead to absenteeism from school or alienation from family (Trinh, 2020). The exosystem, which includes broader community or societal structures, may indirectly perpetuate child labour through economic disparities, lack of access to quality education, or insufficient child protection services (Trinh, 2020). Meanwhile, the macrosystem, reflecting broader cultural values and beliefs, can sometimes normalize or trivialize child labour, especially in societies where child work has been traditionally embedded in cultural or economic practices (Woodhead, 2004). Over time (chronosystem), prolonged exposure to child labour can lead to generational cycles of poverty and limited educational or employment opportunities.

After analysing Bronfenbrenner's Ecological Systems Theory, the paper arrives at a pivotal realization that there exists a notable gap in our understanding of the techniques used to improve relationships between the various systems outlined in the theory. While

Bronfenbrenner's model adeptly frames the interconnectedness of individual experiences and environmental influences, and Peace Education focused on the overcoming of traumas and developing resilience, there was room for further exploration on how to actively enhance these inter-systemic relationships and provide a more hybrid approach to the root causes. This leads the paper seamlessly into the next section, where we venture into the realm of Psychosocial Education.

2.5.4 - Psychosocial Education Theory

Psychosocial education theory, rooted in the understanding that learning and development occur in social contexts, emphasizes the interplay between psychological and social processes in educational settings (Vygotsky, 1978). This theoretical framework borrows from multiple disciplines, including psychology, sociology, and education, to provide a comprehensive approach to understanding how individuals learn and develop in various social environments (Vygotsky, 1978).

One of the foundational theorists in psychosocial education is Lev Vygotsky, whose socio-cultural theory of cognitive development highlights the role of social interaction in learning. Vygotsky proposed the concept of the Zone of Proximal Development (ZPD), which is the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner. This idea underscores the importance of social interaction and collaborative learning in cognitive development. Another key component of psychosocial education theory is Erik Erikson's stages of psychosocial development. Erikson identified eight stages that individuals pass through from infancy to adulthood, each characterized by a psychosocial crisis that must be resolved (Erikson, 1968). Successful resolution of these crises leads to the development of essential virtues and contributes to healthy psychological development. Bandura's social learning theory also plays a significant role in psychosocial education. Bandura emphasized the importance of observational learning, imitation, and modelling in acquiring new behaviours and skills (Bandura, 1977). According to this theory, individuals learn not only through direct experience but also by observing the actions of others and the consequences of those actions (Bandura, 1977). In educational settings, psychosocial education theory is applied through strategies that promote social interaction, collaborative learning, and a supportive environment (Bandura, 1977). Cooperative learning, peer tutoring, and group projects are examples of educational practices that align with this theoretical framework. These practices not only facilitate academic learning but also support the development of social skills, emotional intelligence, and a sense of community among

learners (Johnson & Johnson, 2009). Moreover, psychosocial education theory acknowledges the influence of broader social and cultural contexts on learning (Bandura, 1977). It emphasizes the need for culturally responsive teaching practices that recognize and respect the diverse backgrounds and experiences of learners (Gay, 2010). By incorporating students' cultural knowledge and experiences into the learning process, educators can create more inclusive and effective educational environments (Gay, 2010).

In conclusion, the synergies between Peace Education, Psychosocial Education, and Bronfenbrenner's Ecological Systems Theory construct a compelling case for the importance of educational interventions in addressing complex social issues like child labour. Peace Education and Peacebuilding emphasize the cultivation of values, attitudes, and behaviours that foster harmony and resolve conflicts constructively. These approaches align closely with Psychosocial Education, which underscores the interplay of psychological well-being and social interactions in learning environments.

Bronfenbrenner's Ecological Systems Theory, with its emphasis on the multiple layers of environmental influence on individual development, offers a comprehensive framework that encapsulates these educational paradigms. It highlights how personal development is shaped by interactions within various systems, from immediate family and school settings to broader societal and cultural contexts. Integrating these theories, educational interventions can be tailored to address the multifaceted impacts of child labour. Such interventions can provide supportive, nurturing environments that promote psychological well-being, foster peaceful social interactions, and build resilience. By considering the various systems influencing a child's development, these educational approaches can create sustainable changes, not just at the individual level but also within communities, ultimately contributing to broader peacebuilding efforts. Therefore, the interconnection of these theories reinforces the critical role of education as a transformative tool in addressing social challenges and nurturing a more peaceful and equitable society.

Chapter 3 – Methodology

In this chapter, we delve into the methodology employed to explore and analyse a crucial and often overlooked aspect of child labour: its psychological impacts on children and their communities. The impetus for this research is rooted in the increasing global efforts to eradicate child labour by 2025. As the conversation intensifies and actions escalate, it becomes imperative to investigate the multifaceted nature of child labour, paying particular attention to areas that remain under-researched (Weston,2005). This exploration is fundamental for enhancing the effectiveness of future interventions.

The primary objective of this research is to examine the impacts of psychosocial programs on children affected by child labour and their broader communities. This investigation is driven by the researcher's motivation, which stems from previous work in human trafficking and human rights during his bachelor's degree but also faced the gap in the literature in identifying programs that aimed to address structural violence as a step toward the eradication of child labour. That experience illuminated the profound and often underexplored mental impacts of structural violence, which he identified as one of the root causes of broader issues in human rights violations.

Given the exploratory and in-depth nature of this inquiry, the research adopts a descriptive approach, utilizing qualitative data to gain a nuanced understanding of the topic. The methodology is designed to answer the following research questions:

- How is child labour connected with structural violence?
- What was the impact of Educame Primero in Barranquilla?
- How does psychosocial interventions benefit communities and working children?

This chapter will outline the methods used to gather and analyse data, providing a comprehensive framework that supports the investigation of these questions. It aims to detail the systematic approach taken to ensure the reliability and validity of the findings, which will contribute to the field and inform future interventions aimed at mitigating the impacts of child labour.

3.1 Research Design

The research design adopted for this study is predominantly qualitative due to the nature of the field of research. The initial phase of the research involved an extensive review of existing literature on child labour. This preliminary immersion was critical for identifying gaps in the current body of knowledge, particularly those pertaining to the psychological impacts of child labour and the effectiveness of psychosocial interventions (Halcomb, 2016). Qualitative research design is particularly suited to the objectives of this study for several reasons (Halcomb, 2016); it allows for an in-depth exploration of the impacts and causes of child labour, a “dimension that is often intangible and cannot be adequately captured through numerical data alone” (Halcomb, 2016). Qualitative methods enable the researcher to delve into the “experiences, perceptions, and feelings of individuals, providing a rich, detailed understanding of the subject matter” (Halcomb, 2016); interventions are complex and multifaceted, often producing outcomes that are best understood through descriptive, narrative data. “Qualitative research offers the flexibility to capture the diverse and subjective experiences” (Halcomb, 2016) of children and communities affected by these programs, providing insights that are crucial for comprehending the full scope of their impact.

Experiences are a deeply personal and, influenced by a multitude of factors including cultural, social, and individual variables (King, 2004). According to Professor Laura King qualitative approaches allow for the exploration of these variables in a way that is sensitive to the context and lived experiences of the participants, thereby yielding a more holistic understanding of the phenomena under study.

Given the identified gap in the literature and the research objectives, the study employs a qualitative research approach. This approach facilitates the collection of a wide variety of data, including personal narratives, observations, and interpretations, which are fundamental to making sense of the research questions. It provides the necessary depth and context to understand the structural dimensions of child labour and the impact of psychosocial interventions, thereby aligning seamlessly with the goals of this research.

3.2 Desk Work

Desk work, often called secondary research, involves the systematic review and analysis of existing literature and data. It is a crucial aspect of academic research, providing a foundation of knowledge from which new insights can be derived. This process typically involves sifting through various sources, including academic papers, reports, articles, and books, to gather information relevant to the research topic.

The desk research commenced with an exploration of the latest developments in child labour, especially considering the COVID-19 pandemic, which has significantly increased the vulnerability of children worldwide. The investigation proceeded to assess the various techniques being applied in the field, encompassing international legislation, interventions, and cooperative efforts. A notable gap was identified in the realms of mental health and Peace Education, leading to an in-depth examination of peace theories applicable in situations of distress that overlap with the causes of child labour. Finally, the research focused on the program "Educame Primero," a pioneering initiative in psychosocial interventions to prevent child labour, culminating in contact with the program's coordinators. A selection of academic articles and published research findings from experts in the field were scrutinised, along with international legislation and findings published by NGOs as well as the Child Labour Index from the International Labour Organization (ILO) and local child labour reports from UNICEF. Primarily, the emphasis was on recent publications, prioritising sources post-dating the onset of the Covid-19 pandemic. This was to ensure that the research was grounded in the most current context and developments. Additionally, sources that offered both analysis during and after the implementation of interventions like "Educame Primero" were sought to facilitate a comprehensive understanding and comparison of findings.

Analysis Method

The obtained information underwent a meticulous process of analysis. This was executed through a converging system, beginning with a broad overview of the issue of child labour and progressively narrowing the focus to more localized cases. This approach was adopted to not only capture the global scope of the problem but also to provide an in-depth examination of specific areas or regions. By organizing the information in this manner, the research was able to construct a layered understanding of child labour, integrating both macro and micro perspectives. As for the analysis of the program thematic analysis served as a powerful tool in identifying a broader spectrum of impacts infringed by the program Educame Primero. "By

systematically categorizing and interpreting patterns within qualitative data, this method allows for a deeper understanding of the nuanced effects” (Hwang et al., 2023) of psychosocial education. By using this theme, the researcher aimed to identify key concepts that resonate with the theories of Psychosocial education and can be indicator of structural change.

3.3 – Data Collection

3.3.1 – Qualitative Research

Data collection for this research embraced a qualitative approach, delving deeply into the social fabric of Barranquilla, Colombia. Initially, a foundation of understanding was built through secondary sources, providing a backdrop against which primary data could be collected and interpreted. After this preliminary research phase, the journey led to Barranquilla, Colombia. It is although relevant that the initial program aimed to compare Colombia and Honduras comparing the experiences of the participating children in both context of post conflict and during conflict. There is more information about this provided in the limitations of the research in this chapter.

Over a span of 10 days, the researcher became deeply immersed in the community's daily life, observing and actively participating in Barranquilla's daily reality, however due to the nature of this project, this did not categorize as an ethnographic study. This immersion was crucial, as it allowed for a more profound, empathetic understanding of the context in which the Educame Primero program operates, although it may not have been sufficient to fully report the spectrum of condition in Barranquilla.

The interviews, considered the main data of this research, were conducted using a semi-structured format. This approach, as highlighted by Professor Brickman, is considered one of the most effective methods for data collection in social sciences due to its balance between guided questions and allowing for open-ended responses, facilitating knowledge production (Brickman, 2014). The interview questions were meticulously crafted to glean insights into the impact of the "Educame Primero" program on children's mental health. The questions aimed to capture perspectives from different stakeholders involved in the program, inquiring them about the tools the program aimed to arm the children, as well as the techniques used to deliver them.

Participants were selected based on their proximity and involvement with the "Educame Primero" program and based on the list of public participants in the program. The outreach was made by giving use to social media platforms such as Facebook and LinkedIn as well as email

when available. This part was particularly challenging due to the data protection policies behind the program, which negatively influenced the overall achievement of this research.

The participants were categorized into three main groups: program administrators, instructors, and ex-participants in the program. The aim here was to have a better understating of the program from the three different levels of application, aiming to identify the difference between expectation and real achievements. Given the complexity of data obtained through semi-structured interviews and the time constraints of a master's thesis, the number of interviewees was limited to six. Two administrators responsible for developing partnerships and designing the program; three instructors, one of which was a volunteer and other a professional psychologist; and 1 ex participant over the age of 18.

The interviews were primarily conducted in person through one-on-one meetings in Barranquilla, the location where the program was implemented. Two interviews, due to the participants' schedules, were conducted via video call on Microsoft Teams. Most interviews were fully recorded using an external device not connected to the internet. Written consent was obtained from all participants prior to recording. The participation was voluntary.

3.4- Ethical Considerations

Given the high crime rates in Barranquilla, measures were implemented to safeguard the participants' security and privacy. A local taxi driver was employed to transport participants discreetly to a secure location within the University of the North in Barranquilla for the interviews, which was made available upon request. Furthermore, to maintain confidentiality, all recordings were encrypted, and participants were assigned numerical identifiers instead of using their names. These measures ensured the utmost protection of participant privacy and data security.

This chapter delineates the research methodology employed in this study. Building upon the foundation of the literature review, this study sought to examine the impacts of the program "Educame Primero" programme, aiming to discern how psychosocial education has beneficially impacted the lives of its former participants.

To ensure authenticity of the data collected and reduce the contact with the original data, the data from all participants was collected in the original language, Spanish. Due to the researcher proficient knowledge of the language, the recordings were transcribed to the original language and interpreted from Spanish to the language of the research English.

3.5 – Research Limitations

This research, while comprehensive in its approach, encounters several limitations that must be acknowledged. Firstly, the scope of the study is constrained by its nature as a master's thesis, which inherently limits the extent and depth of investigation. Additionally, accessing contacts proved challenging due to stringent data protection regulations, hindering direct communication with involved personnel.

A significant limitation arose from the geopolitical conditions of the countries under study. While Colombia is navigating its post-conflict phase, Honduras, another country of interest, was embroiled in conflict, rendering field visits infeasible. This limitation not only restricted first-hand observations but also meant relying on retrospective accounts, as the research hinged on memories of program implementation, given the temporal distance from its actual application.

Moreover, the prevailing insecurity in these regions posed a substantial hurdle. The volatile environment led to reluctance among potential participants, with some withdrawing their willingness to engage, citing safety concerns. This factor undeniably impacted the diversity and richness of the data collected.

Perhaps one of the most critical challenges was the ethical complexity surrounding interviews with children. Even though the focus was on former participants of the program, obtaining approval from the Norwegian Centre for Research Data (NSD) proved arduous. Furthermore, attempts to interview current child participants were unequivocally denied. This restriction inevitably shaped the research's methodology and outcomes, as firsthand insights from children, who are central to the study's focus, could not be directly obtained.

These limitations, while posing challenges, also underscore the complex and multifaceted nature of conducting research in sensitive and unstable contexts. They highlight the necessity for flexibility, ethical considerations, and an acknowledgment of the constraints that can shape research outcomes in real-world settings.

Chapter 4 - Data Analysis

Introduction

This chapter investigates into the heart of this research: analysing the impacts of psychosocial education on children engaged in labour. The core objective guiding this investigation is to unearth and understand the multifaceted influences that psychosocial educational programs, specifically "Educame Primero," have on the mental well-being and overall development of working children.

The analysis here is structured to align closely with the research questions posited at the study's outset. It aims to unravel the layers of impact that psychosocial interventions have and to explore how these interventions have empowered children within their communities. This chapter, therefore, serves as a critical juncture in the research, transitioning from the theoretical frameworks and programmatic descriptions to a focused examination of the tangible and intangible outcomes.

The data, as referred before was collected from a total of six participants, two per stakeholder group: Administrators, Instructors and Ex-participants. After collected in the original language, Spanish, the interviews were transcribed and translated by the researcher and further analysed using thematic analysis, as referred to in the above chapter.

4.1 Play Time, Resilience and Self-esteem

Understanding the perspectives of various stakeholders is pivotal as it shapes the direction and potential acceptance of any initiative (Blanch, 2012). There was an overarching appreciation for the program across all groups. Parents were vocal to the instructors in their appreciation, often commenting on the innovative nature of the program “We needed something like this to bring them some joy”. Their feedback indicated a sense of enthusiasm, primarily because they believed the program offered their children an educational experience that deviated from the norm but in a productive way “not all kids are good in school so they end-up giving up”; Children, the primary beneficiaries, echoed their parents' enthusiasm. Their feedback revolved around the program's engaging nature “I wish we could have had their support every year”. The interactive aspects and the departure from traditional teaching methods appeared to resonate with them, making the learning experience more immersive; Educators and administrators, being crucial intermediaries in the educational process, had their unique perspective. They found the program to be intriguing, and many expressed optimism about its potential to reshape conventional educational paradigms “Some older professors were quite sceptic about it in the beginning but after seeing the results they saw the potential of the program”.

The research conducted through interviews with administrators and instructors involved in the "Educame Primero" program provided us with a particularly relevant finding: the paramount importance of providing a free space where children can engage in play. This insight emerged as a central theme across both groups, highlighting the therapeutic and developmental value of play in the context of child labour.

Administrators of the program, drawing on psychosocial theory, emphasized the necessity of offering children a space where they can “simply be children, no responsibilities or obligations”. These spaces offered more than a space for children to explore themselves but also as an information hub (Whitebread, 2012), where they could play out roles of adults and get information through newspapers or magazines. “Many would come to us and ask about something they had seen in the paper that they did not understand or ask why certain things the way were they were in the world “. This created space for questioning and learning through informal education. This also aligns closely with the principles of peace education theory. In the instructor's view, creating a zone for unstructured play is not just a matter of immediate mood enhancement or a temporary escape; it plays a crucial role in children's overall mental

health. More significantly, the administrators believe that such environments are instrumental in fostering resilience. Resilience, as understood within this framework, is not just the ability to bounce back from adversity but also encompasses the capacity to adapt and grow amidst challenging circumstances (Harris, 2007).

Instructors, who interact closely with the children, shared similar sentiments but placed a greater emphasis on the role of play in trauma reconciliation and personality development “We could see in as little as two weeks their personalities shining through”. The instructor observed that many children engaged in labour often bear the invisible scars of trauma “it was touching to see them playing out their lives and play out their traumas”. As explored in the literature, according to Professor Thrin traumas, whether resulting from the harsh realities of their work or from the socio-economic conditions that force them into labour, leave indelible marks on their young minds (Thrin, 2020). The instructors found that allowing children to "play it out" is a powerful means of healing. Through play, children find a language to “express their emotions, confront their experiences, and start the process of healing” (Berkhout – 2012). This play-based approach to trauma reconciliation is critical because it enables children to engage with their experiences in a safe and supportive environment (Newman, 2020).

Child labour, by its very nature, often places children in situations where they are undervalued, overworked, and exposed to a myriad of abuses (Sturrock, 2016). “Such environments are antithetical to the nurturing atmospheres necessary for healthy psychological development” (Sturrock, 2016). As children navigate these hostile and demanding conditions, their sense of self-worth is gradually eroded (Hosseinverti, 2021).

The Administrators have observed this phenomenon first-hand. They note that children engaged in labour often exhibit signs of low self-esteem, characterized by feelings of worthlessness, inadequacy, and a pervasive sense of helplessness “Signs such as fear of asking for help, or participating in class made it quite evident”. These emotional states are not just byproducts of their laborious experiences; they exacerbate the children's vulnerability (Malik, 2016). Low self-esteem creates a psychological landscape that makes these children more susceptible to further exploitation (Malik, 2016). It becomes a vicious cycle where their diminished self-worth leads to increased exploitation, which in turn further degrades their self-esteem (Malik, 2016).

One other aspect that stood out in the interviews was the significant improvement in children's behaviour toward figures of authority. As reported by instructors involved in the program, initially, several children exhibited worrying signs of misbehaviour. "Some students would steal pencils and pens from their colleagues, tear apart books and in some cases break or damage school property" This misbehaviour was not only identified at school but also at home, some parents attending the school for the parents would refer cases of disrespect or aggressiveness toward the parents themselves "when I ask him to do homework, he gets angry at me, slams door and calls me names".

However, "a notable shift occurred by the third week of the program's implementation". This change in behaviour was not just minor; it was profound enough to capture the attention of parents. "Some parents were so impressed and intrigued by the positive changes they observed in their children that they visited the school to witness the program firsthand". According to a study developed by Donetta Cothran, some of the reason for kids misbehaviour is the absence of parenthood in their lives which results in the kids feeling invisible, and act to call for attention (Cothran, 2009). According with the instructors of Educame Primero, the behaviour was for beyond a sign of trouble at home but also a symptom of an over saturated classroom "Some professors had classes of nearly 60 students" in this type of setting it becomes especially difficult to follow the kids progress and give them the attention they need. "When we stated sitting down with them, play with them and give them attention the behaviours change drastically", one of the administrators even referred that "one day I came in to observe the program and it seems like a miracle, the kids were all ready and calmly organised waiting for the doors for the space to open".

This behavioural shift aligns well with the theories underpinning the research. It underscores the idea that by positively influencing one aspect of children's ecosystems, a ripple effect can be created, leading to improved interactions across various ecosystems (Bronfenbrenner, 1997). The improvement in the children's behaviour is a testament to the interconnectedness of different spheres of a child's life (Ryan, 2001). By fostering a healthier, more respectful environment in one area, other areas are consequently impacted, leading to overall better social interactions (Ryan, 2001).

This finding is not just a victory for the program but also provides valuable insight for educators, parents, and policymakers. It demonstrates that with the right interventions, it is

possible to bring about significant positive changes in children's behaviour, particularly in their interactions with the parents and professors.

The findings from the administrators and instructors highlight the transformative power of play in the lives of child labourers. By offering a space for play, psychosocial education programs like "Educame Primero" are not just providing a temporary respite from labour; they are actively contributing to the mental well-being, trauma reconciliation, and resilience development of these children. This insight underscores the necessity of integrating play-based approaches into interventions aimed at addressing child labour, recognizing that such approaches are fundamental to healing and empowering young individuals who have been thrust into adult responsibilities too early.

4.2 Obstacles to Psychosocial Programs

The analysis of data from the implementation of programs also unveils a stark reality: despite the noble objectives and potential positive impacts, such initiatives often grapple with substantial obstacles, with funding emerging as the foremost challenge. This issue was consistently reported by all three stakeholder groups involved in the program: the administrators, volunteers, and local organizations “it was difficult to find funding to make the program happen”.

The administrators of "Educame Primero" shed light on the paradoxical situation they faced. On one hand, there is a growing body of legislation and international efforts aimed at eradicating child labour. On the other hand, securing funding from international organizations remains a formidable challenge for smaller, innovative projects like theirs. The bureaucratic processes in place, though designed to prevent the misuse of funds, inadvertently become hurdles for such pioneering projects. The extensive paperwork, stringent requirements, and prolonged waiting periods for approval often stifle the momentum and enthusiasm driving these initiatives. Without adequate financial backing, "Educame Primero" has had to pivot and rely heavily on volunteer workers, many of whom were Master's and Ph.D. students from other universities, with little formation and experience in the field. While these volunteers bring passion and knowledge, the reliance on volunteer labour is not sustainable in the long term. It raises concerns about the continuity and scalability of the program. The lack of funding limits the resources available for critical aspects like material, training, and even basic operational costs “sometimes we wanted to get more books or notebooks for the children but the funding was always very low”, “many times some of us had to pay for our own transportation to some

places of application”, “more funding would have been essential to help more kids buy tickets to school, instead we had to deny some kids from participating as neither they or us could afford their tickets”.

Additionally, local organizations played a vital role by providing spaces for the program to operate. However, this arrangement is not without its limitations. Dependence on local organizations for physical space means that the program's reach is constrained by the availability and willingness of these entities “It was particularly challenging in the beginning as some of the organization directors found our teaching techniques very unconventional”, “the scepticism over the techniques closed us some doors, but also open others”. It also makes "Educame Primero" vulnerable to the financial and operational stability of these local partners.

Another obstacle confronting Educame Primero was the prevailing issue of security and the community's reluctance to openly address the problem of working children “around her we do not call it “Trabajo Infantil” we call it “Ninos trabajadores”. Part of this hesitance stems from cultural perceptions that do not necessarily view child labour as problematic, but rather as a necessity or obligation (Maya, 2016). However, an overarching fear also loomed large — the fear of reprisals from criminal elements who profit from child labour “some areas near Barranquilla are under the influence of cartels that use children to work in mining”. Expressing discontentment or opposition in such an environment was fraught with risks.

This fear was not unfounded, particularly in the context of Colombia, and more specifically in Barranquilla, where crime rates are relatively high (Restrepo, 2014). According to the administrators of the program the pervasive sense of insecurity not only hindered the participation of children and parents — who were apprehensive about voicing their opinions — but also significantly limited the program's reach. Some instructors expressed reluctance to venture into the city's unsafe areas, and there were reports of instructors being robbed “Some of my colleagues refused to go to certain areas, they had gone there before and returned with absolutely nothing, no shoes, no phone, no wallet”. This climate of fear and insecurity thus created a substantial barrier to the effective implementation and expansion of the program, reflecting the complex interplay between social issues, cultural norms, and safety concerns.

In conclusion, while programs like "Educame Primero" have the potential to make substantial positive impacts on communities and children's lives, as observed through the collected data their efficacy and expansion can be significantly hampered by funding challenges. The

experience of these programs highlights the need for a reevaluation of funding processes for smaller, innovative projects. Streamlining bureaucratic procedures, creating dedicated funding streams for pilot projects, and fostering partnerships between local and international bodies could be vital steps towards ensuring that initiatives aimed at tackling issues like child labour are not just launched but are also sustained and scaled effectively. Funding is an essential pillar for the well-functioning of any program, funding can grant children better access to the programs and the instructors.

4.3 A Case of Success

In the previous chapter, the difficulty of reaching ex-participants was highlighted, underlining the challenge in assessing the long-term outcomes of the program. However, there is a special case that both instructors and an ex-participant have brought to light, providing a unique glimpse into the program's potential. This case is not representative of all participants, but it serves as an ideal illustration of what the program aims to achieve. The ex-participant in question, “after completing the program, experienced a remarkable transformation”. The change was so profound that instructors flagged this case as noteworthy.

At the age of 12 the participant joined the program. “Her daily routine was a testament to her strength”; “weekends were spent labouring on her family's farm”, while weekdays were dedicated to managing the household and caring for her younger brother. Each day began before dawn, at 5:30 a.m., as she prepared breakfast for her family. After a long walk with them to the market, she would then embark on a solitary walk to school, only to return home around 7 p.m. Her evenings were consumed by household chores, assisting with dinner, often not finding rest until 11 p.m.

This girl's life took a turn when her parents participated in the school for parents, an integral component of the program. “My parents understood the importance of education and tried their best to support me”. By reducing her workload and changing their attitude toward school the parents inspired the participant to finish school. At the time of data collection, she had transitioned from a life of relentless domestic responsibilities to a role as an assistant nurse. Her story is not just about personal triumph but also underscores the program’s impact on entire families. By also educating parents, the program indirectly elevated the girl’s opportunities, setting her on a path of empowerment and possibly breaking the cycle of poverty. Her narrative is a reminder of how holistic approaches can transform lives, extending benefits beyond the immediate participants to ripple through families and communities.

This case, though singular, illuminates the transformative power the program holds. It showcases the best-case scenario — a complete turnaround where the participant not only benefits but also becomes a beacon of inspiration for others. While this case may not reflect the average outcome, it sets a high bar, a tone for the ideal. It demonstrates what is possible when all elements of the program align perfectly with an individual's effort and circumstances. In essence, this special case, while not universally representative, shines as a testament to the program's capacity for profound change, offering inspiration and a goal to strive towards.

Chapter 5 – Conclusion

This paper set out to explore the relation between Structural violence and child labour, as well as the impacts of psychosocial education in child labourers, with a particular focus on impoverished regions like Barranquilla. After an analysis encompassing both literature reviews and interviews, it has become evident that psychosocial education holds significant promise in these contexts. Not only does it have the potential to enhance the mental health of the children involved, but it also provides the broader community with the strategies needed to combat the underlying symptoms of structural violence that can consequently lead to child labour.

Psychosocial education emerges as a beacon of hope in the findings, demonstrating its capacity to instigate positive change in the children and parent behaviour and perception of child labour and education (Maya, 2021). By engaging children in programs that focus on emotional well-being and social skills, these initiatives seem to show ability to uplift not just individuals, but entire communities. Children, once entrapped in the cycle of labour and deprivation, have been given the tools to envision and work toward a brighter future such as in the case of success given in the previous chapter (Maya,2021). The study highlights that the benefits of psychosocial education extend beyond immediate emotional support (Holgado,2021). They can lay the groundwork for long-term resilience and empowerment, fostering an environment where children can find alternative option to child labour. By addressing the psychological impact of poverty and exploitation, these programs catalyse a transformative process, paving the way for societal change.

In the context of Barranquilla, where the tendrils of poverty and child labour are deeply intertwined (Holgado, 2017), the introduction of psychosocial education represents more than just an intervention (Maya, 2021). It offers a model that can be replicated in similar settings globally, shining a light on a path forward that is both compassionate and pragmatic.

Despite the optimistic results yielded by this research, it is imperative to acknowledge that these findings cannot be universally applied to all instances of child labour. As highlighted throughout the paper, there were multiple limitations that constrained the study, thus tempering the extent to which these results can be generalized. One of the primary limitations was the time frame allocated for the investigation. The brevity of the research period meant that long-term effects and sustained impacts of psychosocial education could not be fully explored or understood. As referred trough out the paper Child Labour is a complex issue with deep roots

and far-reaching consequences; a short-term study can only scratch the surface of understanding its nuances.

Another significant constraint was the limited number of participants from each stakeholder group. A broader and more diverse sample size might have provided a richer and more comprehensive understanding of the issue. Although it is believed that these three main stakeholders were sufficient for the dimension of the study, further studies may aim to involve member of the community, school directors and parents. Additionally, funding limitations played a role in shaping the scope and scale of the research. With more resources, the study could have potentially included more participants, extended its duration, or even expanded its geographic focus to other areas of application, allowing it to provide a wider scope of the program itself.

Particularly challenging was reaching out to ex-participants of the program. Due to data protection laws and the passage of time since their participation in the program, it was difficult to track and engage these individuals. Their insights are invaluable, as they provide the most direct evidence of the program's effectiveness from the ground level. However, the scarcity of their input means that the study lacks a complete and authentic perspective from those who experienced the program firsthand. Based on the current findings and to surmount some of the limitations encountered several recommendations for further research can be made. Firstly, the re-implementation of the psychosocial education program over an extended period is essential. A longer duration would enable a more comprehensive analysis of the program's long-term effects and sustainability. It would provide valuable insights into how the benefits evolve or persist over time and whether any delayed impacts emerge.

Additionally, future researchers may opt to focus on the cross-referencing of qualitative and quantitative data. Qualitative data, drawn from interviews and personal narratives, offers rich, in-depth insights. However, integrating this with quantitative data could provide a more robust framework for analysis. Quantitative data, such as attendance rates, academic performance, and mental health assessments, would allow researchers to find numerical evidence of the program's effectiveness. This mixed-methods approach can offer a more holistic understanding of the program's impact. Moreover, close monitoring of the subject's post-program is crucial. Longitudinal studies that track participants for an extended period after the program's conclusion could provide invaluable data on the lasting effects of the intervention. Such studies

can be particularly relevant in the search for a more universal intervention framework and possible be replicated in other world regions.

In summary, despite the effort of this research to identify the impacts of psychosocial education in child labourers and impoverished communities, it was only able to give a glimpse of some social and psychological improvements that cannot be generalised. For a more comprehensive understanding of the impact of psychosocial education on child labourers, future research should entail a longer implementation period of the program, a methodical cross-referencing of qualitative and quantitative data, and prolonged, detailed monitoring of participants post-program. Such an approach would undoubtedly contribute to a more nuanced understanding of the program's efficacy and pave the way for more effective interventions in the future.

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- Cover Photography by: Timon Studler

Appendix

Notification Form



[Notification form](#) / [Child labour and Education - Impacts of funding in the development a...](#) /
Export

Notification Form

Reference number

838837

Which personal data will be processed?

- Name
- Online identifiers
- Voice on audio recordings

Project information

Title

Child labour and Education - Impacts of funding in the development and implementation of child labour projects.

Summary

This research aims to analyse the implication of funding in the development and planning of the program Educame Primero against Child Labour. Under the assumption that economical fragilities impact the use of psychosocial and design techniques, understood as being more effective when aiming for a continuous reduction of Child Labour cases in certain areas, this

research aims to prove the impacts of funding in the structure of Child Labour prevention programs and its implication for the local communities.

Provide a justification for the need to process the personal data

For this project, I will be collecting minimum personal data. The name, consent signature and email address will be fundamental to both future follow-ups with the person involved, but also for referencing and quoting purposes. The Recoding of people's voices, will be fundamental for future transcription and translation of the interviews to be conducted. Processing this data in general is fundamental for developing a significant study that can be applied in other areas of the world, from a holistic and bottom-up perspective.

Project description

[Project Description.docx](#)

External funding

Ikke utfyllt

Type of project

Master's

Contact information, student

Pedro Miguel Leonardo Vedor, pve011@uit.no, tlf: +4741365395

Data controller

Institution responsible for the project

UiT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Senter for fredsstudier (CPS)

Project leader

Marcela Douglas Aranibar, marcela.douglas@uit.no, tlf: +4777646471

Do multiple institutions share responsibility (joint data controllers)?

No

Sample 1

Describe the sample

Instructors involved in the implementation of the program

Describe how you will identify or contact the sample

Recruitment will be made through my own network and suggestions made by the designer for the program. The selection is made through criteria of proximity and level of involvement with the program.

Age group

18 - 50

Which personal data will be processed for sample 1

- Name
- Online identifiers
- Voice on audio recordings

How is the data relating to sample 1 collected?

Personal interview

Attachment

[Interview - Instr.docx](#)

Legal basis for processing general personal data

Consent (General Data Protection Regulation art. 6 nr. 1 a)

Information for sample 1

Does the sample receive information about the processing of personal data?

Yes

How does the sample receive information about the processing?

Written (on paper or electronically)

Information letter

[Information Letter + Consent form \(2\).pdf](#)

Sample 2

Describe the sample Former participants

Describe how you will identify or contact the sample

The recruitment will be made by the schools involved in the program. The selection will be made based on the time of attendance and age.

Age group

18 - 25

Are any of these groups included in the sample?

- Vulnerable groups.

Which personal data will be processed for sample {{i}}? 2

- Name
- Voice on audio recordings

How is the data relating to sample 2 collected?

Personal interview

Attachment

[Inteerview - Former participants.docx](#)

Legal basis for processing general personal data

Consent (General Data Protection Regulation art. 6 nr. 1 a)

Information for sample 2

Does the sample receive information about the processing of personal data?

Yes

How does the sample receive information about the processing?

Written (on paper or electronically)

Information letter

Sample 3

Describe the sample

Funders of the program

Describe how you will identify or contact the sample

The recruitment will be made through my own network and by reference from the developers of the program. Selection will be made in accordance with proximity with the program and the subject to be analysed.

Age group

18 - 50

Which personal data will be processed for sample {{i}}? 3

- Name
- Voice on audio recordings

How is the data relating to sample 3 collected?

Personal interview

Attachment

[Interview Guides - funders.docx](#)

Legal basis for processing general personal data

Consent (General Data Protection Regulation art. 6 nr. 1 a)

Information for sample 3

Does the sample receive information about the processing of personal data?

Yes

How does the sample receive information about the processing?

Written (on paper or electronically)

Information letter

[Information Letter + Consent form \(2\).pdf](#)

Third persons

Does the project collect information about third parties? Yes

Describe the third persons

Through the interviews, and due to its semi structured design, there is a likeliness that the interview subject may refer to other involved personnel. This can be their relatives, their colleagues at work, or their superior within the program. For sample 1 can expect the reference of their colleagues and superiors; For sample 2, the subjects will be asked about the improvement of their relation with their family and community; For sample 3 the subjects may refer to their superiors within an organization or the name of an external organization.

Which personal data will you be processed for third persons?

- Name

Which sample will give information relating to third persons?

- Sample 2: Former participants
- Sample 3: Funders of the program
- Sample 1: Instructors involved in the implementation of the program

Will third persons consent to the processing of their data?

No

Will third persons receive information about the processing of their data?

No

Explain why third persons will not be informed

Any information regarding their identity (Name) will be made anonymous and transcribed as based on their relation. For example, instead of "Maria also studied with me" it will be read as "A colleague from the community".

Documentation

How will consent be documented?

- Electronically (email, e-form, digital signature) Manually (on paper)
-

How can consent be withdrawn?

Each interview subject will be given a document with the contact detail of the researcher and how they should request the withdrawal of their participation. In case of withdrawal, the information will be deleted within 48h after confirmation.

How can data subjects get access to their personal data or have their personal data corrected or deleted?

Each interview subject will be offered the possibility to access the research and follow the use of their data through the process of analysis. The final transcript will be made available upon request and any correction or suggestion will be taken into consideration.

Total number of data subjects in the project

1-99

Approvals

Will any of the following approvals or permits be obtained?

Ikke utfyllt

Security measures

Will the personal data be stored separately from other data? Yes

Which technical and practical measures will be used to secure the personal data?

- Continuous anonymisation
-
- Encrypted storage
-
- Restricted access
-

Multi-factor authentication Access log

Where will the personal data be processed

- Hardware
- Data processor

Who has access to the personal data?

- Student (student project)
- Project leader
- Data processor

Which data processor will be processing/have access to the collected personal data?

I'll be making use of the Cloud Storage and a computer provided by the data Controller "Universitetet i Tromsø" and the Center for Peace Studies.

Are personal data transferred to a third country?

No Closure

Project period

01.01.2023 - 31.03.2023

What happens to the data at the end of the project? Personal data will be stored temporarily until: 31.05.2023

What is the purpose of storing personal data?

Research purposes

Will the data subjects be identifiable in publications?

No

Assessment and Approval

30/10/2023, 19:18

Meldeskjema for behandling av personopplysninger



Assessment of processing of personal data

Reference number	Assessment Date	type
838837	17.01.2023	Standard

Title

Child labour and Education - Impacts of funding in the development and implementation of child labour projects.

Institution responsible for the project

UiT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Senter for fredsstudier (CPS)

Project leader

Marcela Douglas Aranibar

Student

Pedro Miguel Leonardo Vedor

Project period

01.01.2023 - 31.03.2023

Categories of personal data

General

Legal basis

Consent (General Data Protection Regulation art. 6 nr. 1 a)

The processing of personal data is lawful, so long as it is carried out as stated in the notification form. The legal basis is valid until 31.05.2023.

[Notification Form](#) 

Comment

ABOUT OUR ASSESSMENT

Data Protection Services has an agreement with the institution where you are a student or a researcher. As part of this agreement, we provide guidance so that the processing of personal data in your project is lawful and complies with data protection legislation.

LEGAL BASIS THIRD PERSONS

During the data collection the interview subject may refer to personal information about i.e. their relatives, their colleagues at work, or their superior within the program. This is third party information. Only general categories of personal information about third parties shall be registered and these shall be anonymized continuously, and storage time is limited. The project will process personal data about third parties on the basis of a task of general interest, cf. the Privacy Ordinance art. 6 no. 1 letter e, as well as for purposes related to scientific research, cf. the Personal Data Act § 8, cf. the Privacy Ordinance art. 6 No. 3 letter b.

RIGHTS OF THE REGISTERED - THIRD PERSONS

As long as third parties can be identified in the data material, they will have the following rights: access (art. 15), correction (art. 16), deletion (art. 17), restriction (art. 18) and protest (art. 21).

The duration of the processing of the information is short, the scope of information is small, and the amount of information is low. It is therefore considered possible to be exempted from the duty to provide information, cf. the Privacy Ordinance art. 14 no. 5 letter b, as it will involve a disproportionate effort to have to inform for the sake of the benefit they want from this.

FOLLOW YOUR INSTITUTION'S GUIDELINES

We have assessed that you have legal grounds to process the personal data, but remember that you must store, send and secure the collected data in accordance with your institution's guidelines. This means that you must use data processors (and the like) that your institution has an agreement with (i.e. cloud storage, online survey, and video conferencing providers).

Our assessment presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

NOTIFY CHANGES

<https://meldeskjema.sikt.no/6311ea87-714e-40c3-b32c-f0add839217b/vurdering> 1/2 30/10/2023, 19:18
for behandling av personopplysninger

Meldeskjema

If you intend to make changes to the processing of personal data in this project, it may be necessary to notify us. This is done by updating the information registered in the Notification Form. On our website we explain which changes must be notified. Wait until you receive an answer from us before you carry out the changes: <https://sikt.no/en/notify-changes-notification-form>

Interview Schedule:

Interview Guide Instructors and Administrators

1. How did you get involved with the program?
2. In what capacity were you involved with the program *Educame Primero*?
3. What did your role as instructor include?
4. How did the children and their parents respond to the programme?
5. What skills did the children acquire from participating in the programme?
6. In what capacity was the programme able to influence the future of these children?
7. Were there any expectations about this program?
8. What were the main challenges when working with the programme?
9. Were there any particularly challenging obstacles, and how did they affect the programme overall?
10. What are the key lessons that can be drawn from this programme?
11. If you could improve one or two key things with the programme, what would that be?

Interview Guide Former Participants

1. In what capacity were you involved with the program *Educame Primero*?
2. How were you introduced to the programme *Educame Primero*?
3. How did you experience the program?
4. In what way did the program influence your relations with your family, friends, and community?
5. What skills have you acquired by participating in the program?
6. What were the main challenges you faced while you participated in the program?
7. What were the main highlights of the program?
8. How did the program impact your life? And how did it influence your relationship with work?

Notification Letter

Are you interested in taking part in the research project *The impacts of funding in the development and implementation of child labour projects.*

This is an inquiry about participation in a research project where the main purpose is to identify the impact of the funding in the development and application of Educame Primero. In this letter, we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

This research aims to analyse the impacts of funding in the development and planning of the program against Child Labour. Under the assumption that economical fragilities impact the use of psychosocial and design techniques, this research aims to identify fragilities associated with finance, in the case of the program Educame Primero developed in Colombia and Peru.

Who is responsible for the research project?

Mr Pedro Miguel Leonardo Vedor, Master's student at UiT – The Arctic University of Tromso, and Mrs. Marcela Douglas Aranibar, Institute leader of Center for Peace Studies at UiT.

Why are you being asked to participate?

The participant is being asked to participate in this research due to its close relation and involvement with the project in accordance with a publicly displayed list of involved personal.

What does participation involve for you?

By agreeing to participate in this research the participant agrees with digital voice recording of a 45min face-to-face interview. During the interview the following information may be record: - voice of the participant; - ethnical background; - gender and name.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made

anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw. Your participation will not affect the relationship with any of the institutions involved in the process of application and development of the program.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

- Any collected information will be only of access to the Data Controller, Mrs Tina Davis and the Researcher (Data Processor) Mr. Pedro Vedor.
- To ensure your right and protection, each participant's name will be replaced with a unique participant code in order to protect your privacy and personal information.

The participant will not be identifiable upon the publication of the data collected. No personal data or record files be published or made publicly available.

What will happen to your personal data at the end of the research project?

The project is scheduled to end by the 1st of August 2023. After this date, any voice recordings and personal information will be stored and deleted, being kept only the transcripts of the interviews without any identifiable information.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with UiT – Arctic UNiversity of Tromsø, Center for Peace Studies, Data Protection Services has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- Mr. Pedro Miguel Leonardo Vedor via pve011@uit.no or Dr. Tina Davis (Supervisor) via
- Our Data Protection Officer: Sølvi Brendeford Anderssen via personvernombud@uit.no.
- Data Protection Services, by email: (personverntjenester@sikt.no) or by telephone: +47 53 21 15 00.

Yours sincerely,

Mr. Pedro Miguel Leonardo Vedor

Project Leader (Student)

Mrs. Tina Davis

(Supervisor)

Consent form

I have received and understood information about the project “Impact of funding in the development and implementation of child labour projects” and have been given the opportunity to ask questions. I give consent:

- to participate in a 45 min face to face interview.
- to the collection of personal data (Voice recording, name, ethnical background, gender)

I give consent for my personal data to be processed until the end date of the project, approx. (1st of August 2023)

(Signed by participant, date)

