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Office

COMBATING CHILD LABOUR THROUGH EDUCATION

A summary of a project
knowledge sharing workshop

Turin, 8-12 April 2013

**International
Programme on
the Elimination
of Child Labour
(IPEC)**

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Background

This report is an outcome of a five day workshop entitled *Knowledge sharing – Combating Child Labour through Education*. The workshop was conducted as a strategic component for knowledge sharing under the Dutch funded project *Combating Child Labour Through Education*. The workshop agenda is attached as Annex 1. This report loosely follows the flow of the agenda.

The International Training Centre of the ILO in Turin, Italy organized the workshop. It brought together some 23 participants representing key partners from ministries of labour and education, social partners, NGOs and the National Project Coordinators from Bolivia, Indonesia, Mali and Uganda as well as the Project Management from Geneva. The participant list is attached as Annex 2.

The workshop objectives were:

- take stock of the progress made this far in each of the four target countries, Bolivia, Indonesia, Mali and Uganda;
- share country and regional (south-south) level experiences; and
- define priorities for the remainder of the project.



Photo of workshop participants, 9 April 2013

1. The project context - linkages between child labour and education

The ILO's most recent estimates suggest there are some 215 million child labourers in the world with 152 million between the ages of 5 and 14. Around half of child labourers – 115 million children in total – are engaged in hazardous employment. Deprived of a protective environment, they are risking their health, losing their opportunity for an education, and at times suffering emotional stress and trauma, in order to generate income or provide labour for their households. Most of these children belong to the most marginalized groups in society. They come from families living in poverty. The majority live and work in rural areas. Many come from indigenous groups and castes facing discrimination. And almost half of all child labourers are girls.

At the same time the most recent data from UNESCO suggests that 72 million children are not enrolled in primary school and at junior secondary school level some 71 million children are not enrolled. It is also clear that at both primary and junior secondary levels many who are enrolled are not actually attending on a regular basis.

An obvious conclusion to be drawn is that the international development target of achieving universal primary education by 2015 will not be achieved without a concerted global drive to eradicate child labour.

The world's child labourers face varying degrees of disadvantage in relation to accessing education. Some have no access. Others may have access but struggle to combine work and school commitments. Children work and do not go to school because of a combination of factors. Incentives favour work where schools are not available or are of poor quality; where education is considered irrelevant; where the direct and indirect costs of schooling are high; where parents consider that to have a child work is more valuable than for the child to go to school; or where cultural factors discourage education, particularly at the secondary level – a situation that commonly affects girls.

Other children struggle to combine work and school commitments. These children are more likely to drop out, to complete fewer years in school, and to achieve lower test scores. Available data provides clear evidence that child labour affects school enrolment, attendance, grade repetition, and literacy rates. And because children who face restricted opportunities for education will receive lower wages as adults, child labour is one of the most powerful motors transmitting poverty across generations.

Compulsory education has a vital role to play in eradicating child labour. Getting children out of work and into school could be a powerful force leading to reduced poverty and generate the skills needed to generate jobs, boost growth and more inclusive societies. Ensuring that education is free and accessible is a starting point. More has to be done to raise standards because children who drop out of school as a result of low learning achievement are more vulnerable to child labour. Social protection programs, cash transfers and stipends for vulnerable students can help poor households cope with the pressures that force so many parents to take their children out of school and rely on their labour.

The project

At the Global Conference on Child labour held in The Hague in May 2010 the government of the Netherlands announced its intention to support a new ILO-IPEC project aimed at *Combating Child Labour Through Education* (hereafter referred to as *the project*). The project effectively started in January 2011 and will end in June 2014.

The main objective of the project is to strengthen the policy level linkages between work on child labour and education, leading to action which will improve the opportunities for those in or vulnerable to child labour to benefit from education. The project includes both global level work and national level work in in four core countries.

The project has four immediate objectives:

- **Outcome 1** - By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in four target countries (Bolivia, Indonesia, Mali and Uganda).
- **Outcome 2** - By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour.
- **Outcome 3** - By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced.
- **Outcome 4** - Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project.

2. Country achievements

The national level work seeks to build a stronger connection between work on child labour and education, strengthening connections between relevant Ministries, engaging civil society partners in programme work and advocacy, developing the knowledge base and showcasing good practices. In each of the four countries the focus of direct programme interventions is slightly different. This makes for an interesting range of experience being generated through the project. During the knowledge sharing workshop participants had an opportunity to share experiences, which are summarised below.

2.1 Project profile – Bolivia

The focus of the project in Bolivia is linked to the relatively new education law that has a strong focus on reaching socially excluded children. Various synergies with the education sector and government approved initiatives are underway. Broad support for the project has been received from key Ministries. The Ministries of Labour and Education are particularly keen to follow progress of the project to determine how to develop new education opportunities, including vocational education, for adolescents in or at risk of child labour.

The project strategy has enabled IPEC staff for the first time to begin to participate in the Education working group. This provides opportunities for a valuable exchange of information and broader discussions on child labour and education with the Ministry of Education and donors. The main areas of programme work in Bolivia are:

- action programmes in La Paz focussed on skills for vulnerable adolescents, including children working on the street;
- an Action programme in Riberalta, focussed on children working in the chestnut supply chain. This issue has been a concern both in Bolivia and internationally, and the project is supporting the first major effort to address the issue (see case study 4);
- the project has also supported research and discussions as to the feasibility of the Juancinto Pinto cash transfer programme integrating some new aspects which might assist in tackling child labour and ensuring access to education;
- in coordination with the Ministry of Work, Employment and Social Security, various studies are in progress as a contribution to the development of plans and/or public policy;
- some of the ongoing policy processes that the project actively tries to influence includes the draft Child and Adolescent Code and the application of a new education curriculum for technical, productive and community education.

Some of the key challenges in Bolivia include:

- to secure inter-institutional commitment and coordination; and
- to mobilize attention to the needs and in particular to the educational needs of adolescent workers.

2.2 Project profile – Indonesia

While Indonesia has made very important progress in reducing child labour and extending access to education through national programme initiatives, there remain some significant problems of child labour and non-attendance at school. The nature of the child labour problem is often specific in nature in each Province and District.

Expansion of junior secondary education, skills training and promotion of youth employment have an increasingly high priority on the government's agenda. The government also recognises that it needs to focus on marginalised children and skills for youth or older child workers and that sills and non-formal education can have an important role to play in meeting the needs of marginalized children.



A One roof school in Sukabumi, West Java

The project is providing a valuable support for efforts to maintain a focus on child labour (which remains a problem particularly at junior secondary age), and the links with education and skills for youth. There are a number of components to the work in Indonesia:

- action programmes demonstrating education interventions to provide quality education services (formal, non formal and vocational skill) to street children in Jakarta, children on dumpsites in South Sulawesi and child domestic workers in Greater Jakarta;

- programmes that have a focus on pre-vocational skills in One Roof schools and skills for adolescents in the 14-17 age range, (involving cooperation with both the Ministry of National Education and Ministry of Manpower and Transmigration);
- in collaboration with Indonesia's Education University, the project conducted an impact assessment on the above mentioned activities. The results have supported advocacy with the District government and Ministry of Education and Culture;
- strengthening the district action committees at the local levels and linking various institutions on tackling child labour i.e. Education office and Manpower office (Makasar and Sukabumi);
- awareness raising through innovative programme collaboration with the Indonesian Journalists Association and a community film group;
- knowledge sharing through south - south cooperation in the ASEAN area and within Indonesia supporting networking with Ministries and other UN agencies (see section 7);
- awareness raising on child labor and education with trade unions in Jakarta to their members using campaigns, drawing competition and stakeholder meeting;
- media award and fellowship with journalist association – to increase the awareness among journalists on the issue of child labor;
- UCW report launch with National Planning Body on Child labor and youth employment. The report was launched by the Ministry and well acknowledged by other UN agencies and other International organizations. The launch brought together stakeholders concerned with child labor and youth employment to discuss further on how to link work on the two issues.

Some of the challenges the project have faced in Indonesia include:

- primary and secondary education schemes are already comprehensively rolled-out throughout Indonesia. The child labour problem is primarily affecting hardest-to-reach children (e.g. children employed in hidden economic sectors or remote geographical locations);
- given the decentralization policy in Indonesia, the project needs to be present at the district level in each area it wants to impact. This makes it difficult to have a wide out-reach;
- how to transit from a number of previous large-scale child labor projects to one relatively small project (e.g. over-expectation from stakeholders).

2.3 Project profile – Mali

Thanks to a number of ILO-IPEC projects, good political commitment exists in Mali to address child labour. A National Action Plan on Child labour had been endorsed and child labour is mainstreamed into the national poverty reduction strategy. Despite that, the proportion of children out of education remains among the highest in the world - only one out of two children in Mali is attending school and more than 70 per cent of children in the 7-15 age group are estimated to be in employment (the vast majority as unpaid family workers).

Since March 22 2012, the situation in Mali has been extremely difficult due to the military coup and subsequent fighting between junta and anti-junta forces. State control of the north of the country had collapsed, but other areas were also affected. There remains a high level of uncertainty and this is likely to continue until at least the planned national elections in July 2013. The achievements of the project work so far include:

- baseline surveys on child labour in the areas where pilot programmes are implemented (Bamako, Sikasso and Ségou). These surveys generated quantitative and qualitative information on child labour;
- survey on the feasibility of income generating activities (IGA) for parents. These surveys allowed IGA to be identified and sustained as well as the identification of potential beneficiaries;
- a pilot programme on accelerated education for out of school children (SSA) focusing on child labour aspects (see case study 2);
- a pilot programme and policy work on vocational skills for adolescents, which fits with a strong political interest in developing skills training for youth;
- a pilot programme building on recent ILO work with FAO on child labour and education in rural areas;
- participation in the partnership framework on education allowing for sharing of information on education and child labour issues nationally;
- information and awareness raising campaigns in the state-run media (community radio in the national language, TV, print media) on Child Labour.

In addition to the current political situation, the project has also faced the following challenges in Mali includes:

- poor inclusion of CL in programmes/policies and collection tools in the education department;
- difficulties for households to assume costs linked to education (school fees, supplies, teacher salaries);
- large number of children not attending school in the activity areas;
- lack of adequate infrastructure (classrooms) or teachers to accommodate students. Poor state of equipment in literacy centres in most target villages;
- poor organisational and institutional level of school management committees and parents' associations in school management.

2.4 Project profile – Uganda

In terms of policies and plans, there is clear understanding about the linkages between child labour and education. The 2006 national child labour policy states that education needs to be extended and improved through primary and secondary formal and non-formal education, and that rural vocational training needs to be rolled out. The 2012 National Action Plan on the Elimination of the Worst Forms of Child Labour endorses the same message. The NAP even carries the sub title “school is the work place for children” which reflects the increased focus being given to linkages between work on child labour and education. However, when it comes to the operational level, these linkages are less clearly understood. Prior to the project there was very little overlap between the labour and education Ministries.



Generating and sharing knowledge towards policy level advocacy has been an integral component of the Uganda project since its inception. Linking NGOs implementing community based programmes on child labour and education with a nationally recognised civil society organisation to advocate on their models has been an effective way to get the message out to the education sector at the national level. To forge links between the Ministries of labour and education, a joint committee has been established to jointly act upon the child labor and education nexus.

The programme in Uganda has developed a range of projects with partners, including:

- three community based action programmes with a focus on efforts to mobilise community action against child labour and in favour of education under the joint title breaking barriers to education;
- managing and sharing the knowledge on child labour and education gained from project activities with the education sector actors (see case study 3);
- work with the Federation of Ugandan Employers on a programme on education standards in schools run by companies;

- projects with the ministries of labour and education, mainstreaming child labour and education linkages within the frameworks of their respective mandates (non-formal education, skills training, apprenticeships etc.).

Some of the challenges the project have faced in Uganda includes:

- the Lack of adequate funding of both key ministries of labour and education means that though child labour issues are included in plans and programmes they have limited budget support impacting implementation;
- child Labour issues can only be effectively tackled with an inter-ministerial intervention approach especially at district level/Local government level. The current situation has engagement at the national level but this at times does not translate into activities/actions at school and community level that is in the hands of the District local governments;
- there is need to strengthen advocacy around child labour and the link it has with education;
- champions for child labour elimination need to be identified, and these can work with the various actors in the field to lobby for improved policy and programme interventions that would eliminate child labour.

3. Mid-term review

Following the sharing and discussions of country level experiences participants discussed the findings of the project's mid-term review (MTR) which was conducted during June-July 2012 and which looked at issues of relevance, effectiveness, efficiency and progress towards sustainability.

The MTR concluded that the project represents a good strategy to tackle child labour with a firm focus on education linkages. The assessment was overall positive and concluded that a range of different types of initiatives aimed at reducing and preventing child labour linked to education are in place in target countries and a set of potentially high-impact global outputs are being developed.

The MTR also provides a set of recommendations on how the project should move forward to maximize its impact over the remaining period. Some of these are:

- the key recommendation centres on the need to deliberately plan for how the country initiatives, tools, and good practices can influence the wider education-planning environment. A solid plan was required on how project experiences will be fed into the national discourse, so it is not left to chance;
- more guidance may be required regarding how to engage with interagency education donor groups, including how to present and translate new knowledge into context-relevant message for education donor groups;
- more support for activities in non-core countries using the training resources developed under the project (the Roadmap training guide and the skills for adolescents resource) should be considered;
- consider covering the Turin education and child labour curriculum as a ToT in country;
- the project may need to rethink the types of indicators that will measure activities supporting policy change (Objective 1). Instead of simply measuring the number of education sector plans in target countries that refer to child labour issues/reaching excluded groups, more nuanced indicators showing gradual progress toward policy influence (e.g. attitudinal change, procedural and legislative change, and ultimately behavioural change) may be more useful.

Table 1: Country specific recommendations

Country	Specific recommendations
Bolivia	<ul style="list-style-type: none">• As in the other target countries, how to present project results in a coherent and practical manner to education planners must be worked out.• Because one key output is to share experiences, more time is required before experiences can be built.
Indonesia	<ul style="list-style-type: none">• A plan for pulling together the findings from the APs in Indonesia should be developed. Firstly, all initiatives should be reviewed to figure out which components of the APs were successful and which initiatives to modify.• The project staff must be able to communicate to education planners the wider relevance for designing education programmes.• If not already done, a clear plan for influencing the education planning process should be set out. The project must ensure that it moves beyond only contributing good practices from successful initiatives, because this alone may not be enough to influence education policy.
Mali	<ul style="list-style-type: none">• The review recognised the challenge due to the political and security situation.• The needs of displaced populations likely to become important.• Depending on the security situation it may be necessary to change the direction of the project focus in Mali. For example there could be a stronger focus on research, or there could be a focus on training of trainers, bringing the ITC-ILO training programme on child labour and education to the country level.
Uganda	<ul style="list-style-type: none">• In Uganda, perhaps it may be necessary to build more synergies so that each AP benefits from each other's experiences.• Project management should reflect on how to link the various APs more coherently to build the case for demonstrating how child labour can be tackled through education.

4. From action programmes to influencing policy and programmes

The project is focused on mainstreaming child labour in education sector plans and programmes in four countries. While the project is clearly pursuing this objective, the MTR recommended that more should be done to plan for how the various country initiatives, tools, and good practices will be used to influence the wider education-policy and planning environment.

In order to establish this link in policy-making, mainstreaming child labour concerns in the education sector plans and policies is essential. The education sector plan is an obvious focus, but because the timescale of sector plans may not fit with project cycles other possibilities also need to be considered. There are a range of other education plans, policies and programmes that can be targeted.

The project manager said that a priority task for the remainder of the project is to ensure that implementation of project interventions is followed through with an effort to promote the lessons learned in education policy discussions. While each country presents a unique set of opportunities and challenges for mainstreaming, work is underway and can be further developed. Key issues are:

- **using knowledge.** Data and facts on child labour and its impact on education are being generated in each country. Documentation of good practices and drafting of policy briefs are either on going, or in the pipeline;
- **allies and coalitions** with a focus on change agents and those with power to put child labour issues on the policy agenda need to be identified in each country;
- **national capacity** on how to address child labour within education has been supported through facilitating through participation in Turin training on child labour and education. There is a need to consider how to replicate the training at the country level to ensure a wider coverage;
- **new opportunities for policy mainstreaming** need to be explored. While the main education sector plan are already in place, some elements such as indicators or annual budget may be discussed on a yearly basis.

The participants considered and discussed two case studies on programme interventions being supported by the project – both very relevant to efforts to tackle child labour – which had potential for upscaling.

Case Study 1: One-roof school (Indonesia)

One-roof school (Indonesia)

Although the participation rate for Junior Secondary (JS) in Sukabumi District is 93%, the participation rates in rural sub-districts of Cimanggu and Sukabumi are much lower at 59% and 60,3% respectively. One of the reasons for this is the conceived irrelevance of the JS curricula.

In an attempt to increase school participation in JS, the project has supported the One-Roof Schools model. Under this model, the JS curriculum is offered in school premises initially built to host only elementary students. In recent years there has been a major expansion in the number of One Roof schools in Indonesia in an effort to increase enrolment. The project support seeks to strengthening one roof schools in Sukabumi through the following strategies:

- setting up school based referral/monitoring systems for children who have dropped out and children at risk of dropping out.
- make the learning process more inclusive by building the capacity of teachers;
- increase the relevance of education by introducing students to pre-vocational skills, provided as extra curricula support.

The project has collaborated with 12 one-roof schools in Sukabumi districts and provided a total of 965 children with a pre-vocational skills training. The program has also provided a total 106 out of school children with a bridging course program and 30 of these children were referred back to schools in the 2012 academic year. Monitoring groups have been formed in three remote villages helping to identify and re-enroll school dropouts.

Following the success of the programme, the Education office of Sukabumi will continue the program on prevocational skill training in one-roof schools under their local budget for 2013. At the national level, the Ministry of Education and Culture has identified 300 one-roof schools where a pre-vocational skills program will be introduced in 2013.



Case Study 2: Accelerated Schooling Strategy (Mali)

Accelerated Schooling Strategy (Mali)

Mali is one of the world's poorest and least developed nations. School attendance and literacy rates are among the lowest in sub-Saharan Africa. Female literacy rates are particularly low – less than 20 per cent of the women can read and write. In 2004 the Strømme Foundation, an NGO working for a world without poverty, launched the Accelerated Schooling Strategy (SSA) in partnership with the Department of Education.

The SSA is an innovative initiative reaching disadvantaged children through an accelerated learning programme called Speed School – a nine month programme that equips out-of-school boys and girls aged 8 – 12 with the basic education and skills needed to pass public school entrance exams and enter the formal school system at the 4th year of primary school or lower level classes as applicable.

Through the support from the project, 250 children in child labour have been supported to join the SSA programme in one of ten targeted villages in the Sikasso area. The learning from the project is to be shared with other areas and there are plans for the project to assist with this knowledge sharing.

5. Building partnerships at the national level

Building partnerships and alliances can be an important step in child labour mainstreaming and the workshop participants discussed experience in this area. When identifying allies it is important to first identify who can influence policy. It was said that a few points to keep in mind when doing this assessment include:

- who are the interest groups with power and authority in the area of child labour and education? There are likely dozens of actors from various interest groups, governmental agencies, UN agencies, bilateral donors, national and international NGOs, researchers and others that are active in the area of education and child labour. Each of these actors has potentially different interests and policy preferences but also skillsets that need to be taken into consideration;
- who are the technical experts, key policy movers and change agents/champions? They can include researchers, individuals from international organizations, workers or employers organizations, media personalities, religious leaders etc. These individuals influence policy making through their expertise and their ability to mobilise public opinion. Governments sometimes hire consultants (e.g. university professors) to draft policy documents. The key 'movers' who can act as catalysts for bringing the issue of child labour to the fore should be identified and targeted for advocacy;
- national policies may be influenced by international organisations such as the World Bank and regional development banks, the IMF, EU and UN agencies. If this is the case, it is worthwhile investing time and effort in sensitising their staff on child labour and education issues.

When thinking this through, it becomes clear that there are a wide range of formal or informal networks/bodies as well as individuals that can contribute to the mainstreaming objectives of the project. This assessment has to some extent been made in each of the four project countries and has generated collaboration with the structures listed below. In some countries, more exploration needs to be done on how to utilize the strategic importance of these groups:

- national Steering Committees/ National Action Committees on child labour - these multidisciplinary structures are in place in most countries;
- working committees on education and child labor linkages between the key ministries of labour and education in an effort to bring the two actors into a closer working relationship;
- working groups on child labour mainstreaming formed within the ministry of education bringing together relevant departments (basic education, special needs education, BTVET, OSH, planning) ensuring intradepartmental collaboration;
- technical working groups that have been established for drafting or monitoring of a policy or national strategy such as education sector review groups;
- interest groups of parliamentarians concerned with quality of education and the abolition of child labour (see case study 3 on FENU);

- civil society organisations that have formed coalitions to advocate for a joint cause, e.g. access and quality of education, child labour reduction etc. (see case study 3 on FENU);
- education donor groups that bring together all donors working on education in a country with the aim of ensuring they accept – and ultimately programmes around – the linkages to child labour;
- education For All (EFA) working groups coordinated by UNESCO under the EFA Global Action Plan;
- the national working group of the United Nations Girls Education initiative (UNGEI), if one exists at country level.

Experience shows, however, that it is challenging and time-consuming to influence these structures. Education planners operate in a busy environment with many competing concerns. Policy development is a slow process that often goes beyond the lifetime of a particular child labour project. The following practical steps will help to overcome these challenges:

- identify partners/coalitions working directly or indirectly on issues of education and child labour;
- assess the scope of their work based on the impact of their work and ability to influence policy;
- find out if and how they are invited to participate in policy consultations. Do they have a real chance to influence?;
- recognise that different actors have different abilities. Map the areas of expertise of different partners have (e.g. research background, lobbying and media skills, in-depth knowledge of education/child labour issues, political weight and connections). You will need a combination of these skills to get your messages heard;
- select partners that have expertise and credibility to establish a reputation among policy-makers. Much lobbying takes place behind the scenes;
- personal contact with relevant personnel in government departments or institutions must be nurtured;
- strengthen the capacity of identified partners to participate in discussion on inputs to the policy process e.g. train them on linkages between child labour and education;
- develop policy briefings related to the message (see section 8). They should be accurate with references to reliable sources. There should be clear action points for politicians, so that they know what they are being asked to do.

Case Study 3: Advocating for policy mainstreaming through coalitions (Uganda)

Advocating for policy mainstreaming through coalitions (Uganda)

In an effort to advocate for policy pick-up of project outcomes, the project in Uganda has teamed up with the Forum for Education NGO's in Uganda (FENU). FENU is a recognized player with a capacity to influence education policy at the national level. FENU's status as a formal member in a number of established policy forums of the Ministry of Education and Sports provides it with a strong platform to play the bridging role between action at the ground and high-level education policy makers. Further, as a network of education NGOs with more than 100 members, FENU is excellently placed to promote good practices for wider mainstreaming and replication.



Some of the key achievements under this collaboration so far includes the drafting of a good practice report on two community- and school based education and child labour projects supported by the project (referred to as the breaking the barriers to education models); promoting discussion of child labour issues in the thematic working group of Education Access and Quality; the presentation of a document on the linkages between child labour and education at the 2012 Education Sector Review; the sharing of the same document with the FENU members and inclusion of child labour issues in the education sector review recommendations.

In the remainder of the project, the collaboration with FENU will be intensified and include for example mobilizing members of the Uganda Parliamentary Forum on Quality Education¹ and other key governmental bodies as champions for mainstreaming child labour issues into the education agenda; conduct regional meetings to present the Breaking Barriers models and popularize the need of including child labour in community programmes; include messages on the linkages between child labour and education performance in on-going education campaigns; and to develop and launch of a resource pack summarizing the knowledge, key messages, good practices and lessons learned from the child labour and education project in Uganda.

¹ The UPFQE was launched on 25 Feb 2013 and has the potential to become a powerful actor in the efforts to mainstream child labour issues into education sector policies, plans and budgets. FENU is the secretariat of the Forum and in that function helps to identify issues and set agendas.

Case Study 4: Chestnut harvesting in Riberalta (Bolivia)

Chestnut harvesting in Riberalta (Bolivia)

In Bolivia and internationally there has been concern with the issue of child labour in the chestnut supply chain. According to the national list of hazardous occupations, harvesting of nuts is considered a hazardous occupation and consequently a worst form of child labour.

Despite this, children start at the age of 7 helping their parents in plantations, assisting with picking and processing the nuts in the area of Riberalta. Harvesting these nuts mobilizes some 30,000 people a year during the harvest season that lasts for about four months (December to March). Entire families move to temporary lodging in the jungle where the trees grow causing children to miss out on schooling. The children that assist their parents are mostly involved with collecting, cutting, and carrying the nuts. They are generally active from 5 A.M. to 6 P.M. Some of the hazards include the risk of malaria and diarrhoea, bites from snakes and spiders, injuries from falling nut cases, or injuries from machetes used to crack the nuts open.

Responding to this problem, the project is supporting the implementation of a programme that aims to contribute to the national and local effort to tackle child labour by (a) capacity building of local partners; (b) a technical and vocational education program providing alternative opportunities for adolescents with the educational authorities in areas such as gastronomy, fish farming, horticulture, textiles, gardening and carpentry; and (c) raising community awareness.

The project would not be able to reach its objectives without a comprehensive network of partnerships both to ensure sustainability and replication of project activities through advocacy and policy mainstreaming as well as to implement services required under the Action Programme. One example is the efforts to develop a common agenda between the local tripartite platform, the Amazon Sub commission for Child Labour and the allied actors.



6. Global products

While the main focus of discussions at the knowledge sharing workshop was on the national level programmes, there was also an update and discussion on work being coordinated at headquarters level. The global products presented below are all outcomes of project immediate objective 2, 3 or 4 (see section 1 above).

6.1 Follow-up to The Hague Global Child Labour Conference

The project is providing support to the follow-up to the Roadmap for Achieving the Elimination of the Worst Forms of Child Labour by 2016 which was endorsed at the Hague Global Child Labour Conference in May 2010. Action to improve access to free, compulsory, quality education for all children is a central part of the Roadmap. The Roadmap stresses the roles of the different groups and outlines a range of urgent actions required including strengthening access to education.

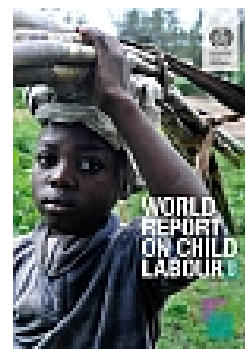
In response to demands from governments to support the implementation of the roadmap, the project developed a training guide – Implementing the Roadmap for Achieving the Elimination of the Worst Forms of Child labour by 2016 – for policy makers. The guide follows the Hague Roadmap document, and outlines practical measures that must be discussed and acted upon to ensure there is a national response to the worst forms of child labour. Four broad policy areas are stressed: i) national legislation and its enforcement; ii) education and training; iii) social protection; and iv) labour market policy. The Training Guide includes exercises that will stimulate discussion during policy planning processes by policy makers and others. The Guide also outlines the roles of different types of stakeholders including governments themselves, employers' and workers' organisations, NGOs and international organisations. The draft guide was field tested in Fiji, Sierra Leone and Mexico during 2012 and is now available in hard copy and electronically on the project's website.



6.2 Annual world child labour reports

The 2010 Hague Global Child Labour Conference called for the publication of annual World Child Labour Reports, which will focus on thematic policy issues of importance in the effort to eliminate the worst forms of child labour by 2016. The project is providing support for this work.

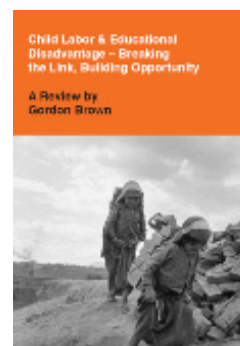
The first report – World Report on Child Labour: Economic vulnerability, social protection and fight against child labour – was launched at the end of April 2013. It brings together research on child labour and social protection, identifying policies that are designed to achieve multiple social goals. Included are discussions of the role of poverty and economic shocks in rendering households vulnerable to child labour, and detailed consideration of income transfers, public employment programmes, social insurance and other initiatives as they have been implemented around the world.



6.3 Strengthening international partnerships and global advocacy on child labour and education

This part of the work stems from the concern that child labour is an obstacle to the achievement of education for all children, and overcoming this obstacle must hold prominence in global networks of educational practitioners, ministries of education and donors. Some of the activities include:

- Engaging at the international educational level: International partnerships such as the Global Task Force on Child Labour and Education for All (GTF) and the Understanding Children's Work (UCW) programme provide potential for extending cooperation between UN agencies and others concerned with tackling child labour. The project has been engaging these partnerships in various ways. An important activity in 2012 involved cooperation with the office of the UN Special Envoy on Global Education, Gordon Brown, who issued an advocacy paper, "Child labour and educational disadvantage-breaking the link, building opportunity".
- Support for national level inter-agency activities: Project support for national level interagency activities has occurred at the national level with international partners. For example in Jakarta on June 20 2012, UCW report's on Children's Work and Youth Employment Outcomes in Indonesia was launched. The launch event included the participation of UNICEF, World Bank, ILO, UCW and national government representatives.
- Support for policy and advocacy: The project has supported a significant programme of cooperation with the global federation of education unions, Education International (EI). EI is preparing a resource on child labour for use by EI members and teachers. The resource will assist advocacy purposes, and will provide a resource for teachers to utilise in classroom activities as well as for used in teacher education



programmes, outlining the role teacher trade unions can take and how teachers can tackle child labour. EI is also responsible for other activities, such as the development of a set of materials on the theme One Hour against Child Labour produced for the 2012 World Day Against Child Labour, a special publication on good practices for the 2013 World Day, and organisation of many national level activities.

6.4 Utilizing data on child labour to target child labour in education plans

In the past ten years an extensive range of statistical surveys, baseline studies, rapid assessments and other research on child labour has been produced. There is however often relatively little connection between analysis of the data on child labour and consideration of education planning.

In an attempt to make better use of this data to support education planning, the project has produced National Reports identifying how existing data and knowledge on child labour can support education planning. This work entailed an assessment of existing data on child labour examined in parallel to an analysis of education data. The structure is similar for each study, which will allow for comparison across reports. These studies are now available for Mali, Indonesia and Bolivia and the Uganda report will be prepared following the publication of the latest National Child Labour Survey (anticipated in the first half of 2013).

Upon completion of the four country reports, an overview report of the national data studies will be produced, providing guidance on good practice in using data on child labour to help inform education planning. In this way the experience of the project will be shared much more widely beyond the project countries and the report will support EFA efforts to promote collection and analysis of data on out of school children.

6.5 Turin course on child labour and education

The project stresses the importance of capacity building as a driving force in raising awareness on the links between child labour and education. In an attempt to build capacity of national project partners, a total of 14 participants from Indonesia, Mali and Uganda attended a training course on Mainstreaming child labour concerns in education sector plans and programmes in November 2011 at the International Training Centre in Turin. Staff of the ministries of labour and education participated, along with other people involved in education planning including workers and employers organizations and key NGOs operating in the education sector. The workshop based on the education mainstreaming training guide. There are several examples of how the participants in the Turin training have become champions for project country level work (e.g. Uganda on the draft NFE policy).

During the knowledge sharing workshop there was discussion on how the training guide can be most effectively used in the four project countries.

6.6 Strengthening skills training programmes for out of school youth

Much work by ILO-IPEC involves support to older out of school children involved in the worst forms of child labour. For this group, usually aged 14-17 years old, vocational skills training, often supported by literacy and numeric skills and entrepreneurship training, can provide the best opportunity to decent work. Delivery of skills training to this group is, however, often quite challenging due to a number of factors such as weak labour market structures, absence of relevant training providers, the trainees previous lack of education, rural focus of programmes etc.

In an attempt to assist with the development of effective and high quality programmes the project has developed a new resource tool –*Skills and Livelihoods Training: a Guide for Partners in Child Labour Projects*– which provides guidance to those concerned with developing skills programmes for older out of school children aged 14-17. The resource guide provides a framework on how to design and implement skills and livelihood programmes within the context of child labour programmes. It draws on a wide selection of tools, training manuals, policy documents and other resources developed by ILO technical units working on child labour, skills and employability, and youth employment. The guide is currently being edited and will be printed and available in English, French and Spanish during the latter half of 2013.

During the workshop participants discussed the approach of the material, and working group discussions considered the potential for its use at national level.

7. Supporting regional knowledge sharing

A session in the workshop was devoted to considering study visits and similar initiatives aimed at sharing knowledge. The project is supporting sharing of experience and good practice in tackling child labour and promoting education within regions. This has been done through study visits and workshops with the aim to:

- improve knowledge of methodologies and techniques;
- enable design of more efficient policies and actions;
- foster greater mutual awareness; and
- promote sub-regional and regional collaboration and initiatives.

Four such events have taken place so far:

- **Indonesia Workshop on South-to-South Cooperation in Combating Child Labour:** the workshop, hosted by the ILO Jakarta Office, took place from 4 to 6 March 2013. It was attended by tripartite delegations from Cambodia, Indonesia, Lao PDR, Philippines, Viet Nam and Timor-Leste. The workshop included country reports on child labour and education, thematic sessions field visits. The workshop ended with a strategic planning session around the (draft) ASEAN Roadmap on the Elimination of the Worst Forms of Child Labour by 2016 to identify achievements, challenges and gaps;



Participants in the SOuth-South meeting visiting a local school

- **Uganda study visit on child labor free zones:** a delegation of 9 participants from Uganda including project partners from the ministries of labour and education, employers, and NGOs visited the Child Labor Free Zones project supported by HIVOS in Ethiopia. The HIVOS area-based approach against child labor in Ethiopia is replicated from a model originally developed by the Indian MV Foundation. The study visit was five days and was intended to inspire the development of child labour free zones in Uganda;

- **Bolivia study tour to Brazil on cash transfer programmes:** Brazil's Bolsa Familia cash transfer programme (CCT) has two main objectives: to reduce the worst forms of child labour and to provide remedial education and training. This is done by providing monthly cash payments to poor households if their children (between the ages of 6 and 15) are enrolled in school. Bolivia's Bono Juan Pinto CCT, like the Bolsa Familia, aims to facilitate access to education. To learn from the programme in Brazil, and in particular the child labour linkage, the project supported a study visit to gather more information;
- **Turin knowledge sharing workshop:** the last of the knowledge sharing events so far is the Turin Workshop Knowledge sharing – Combating Child Labour through Education for which this report has been prepared. The workshop was held during April 8-12 with participants from the four project countries, Bolivia, Mali, Indonesia and Uganda. The key objectives of the workshop includes: (1) Take stock of the progress made thus far in each of the four target countries, (2) Share country and regional (south-south) level experiences, and (3) define priorities for the remainder of the project.

Activities such as study-visits and workshops are considered highly beneficial to the participants in sharing knowledge and enriching country programmes and strategies. There was also a discussion on the value of more in country sharing of experience i.e. having participants from non-project areas visit and learn from areas where project activities have been implemented. It was considered this could be an important area of work in the remainder of the project.

8. Documenting project experiences as part of advocacy strategy

An important aspect of project work involves documentation of country initiatives, tools, and good practices and then finding ways to share experience with public and policy makers in a “user friendly” way. The key targets for policy messages include education policy makers, parliamentarians, other education development partners, UN country teams and others.

Some examples of what has already been done include publicizing results of partners meetings. This was done in Uganda where a newsletter in electronic format was produced and shared with the wider education stakeholders in the country via email. In Indonesia the project produced a short report drawing out key messages and highlighting emerging good practices after a stakeholder meeting. The advantages of these short documents are obvious – they can be produced quickly by the project team and easily disseminated by email to a wide range of stakeholders. The project has also produced a promotional brochure which has been disseminated in hard copy and electronically to many partners in the project countries and beyond and is available on the ILO website in English, French and Spanish.



As the project is moving into it's latter half and project activities are maturing, documentation of good practices should be a priority. In doing so, the project is aiming for short “impact” focused reports and documents that draw out policy issues for discussion as opposed to long reports of action programmes. The project should also organize meetings and other events to ensure that the results are shared in the education sector. Other creative avenues to share results should be explored (e.g. there is a plan to have a focus on child labour in the education supplement of a major newspaper in Uganda). A global good practice video is being developed that will showcase the project's experience.

Another area where the project might need to be more active during the remaining lifetime concerns the development of policy briefs. Policy briefs can serve as a powerful tool for communicating the child labour and education findings to national policy actors. A policy brief should provide national level planners with the most appropriate information and should communicate key policy implementation messages emanating from the pilot programmes or research such as the country specific data studies. Policy briefs or papers should be written in a clear and concise language directed at policy makers, and include concrete recommendations for policy and legislation.

9. Moving forward – developing plans for the next phase of work

The last half-day of the workshop was dedicated to reviewing the discussions held during the week, and considered steps to be taken to ensure that the knowledge and experience of the project is shared with the education sector.

As the key outcome of this session, each country developed a draft work plan highlighting key actions required in 2013 and a tentative timetable. These plans will be further developed in consultation with the Project Manager and then finalized. The key components of the country work plans included:

Table 2: Developing plans for the next phase of work

Country	key components of the country work plans
Bolivia	<ul style="list-style-type: none"> • A number of important studies are being finalized including those on school to work transition and child domestic work. Key findings and recommendations will be used for policy advocacy. • The Ministry of Education has integrated SCREAM Methodology into the teachers' curricula and roll-out of training is about to commence. • Two of the main outcomes are the importance of vocational training for adolescents as a mean to address hazardous child labour (the so called Life Entrepreneur project); and the experiences of alternative education with regular education to provide educational opportunities for adolescents involved in hazardous work (e.g. Riberalta). • In order to share project experiences, summaries of project achievements and good practices will be developed both in print and audio-visual form. Part of the documentation will be done in collaboration with ministry of education. This will also include development of policy briefs to be presented to key national authorities. • The project will plan a number of experience sharing events with various key actors, including technical visits of education and labour authorities to project sites.
Indonesia	<ul style="list-style-type: none"> • The key outputs from the project include the pre-vocational training programme from the one-roof school project (see case study 1) and messages concerning a 'second chance' education. • The outputs will be mainstreamed by influencing the one-roof school programme so that the pre-vocational programme will become an integral component throughout the entire curricula; and by providing support to strengthen the district action committees and develop action plans in Makassar, Sukabumi and Jakarta. • The project will actively search for opportunities to share its experiences through for example the two NGO groupings on child labour and education, and continue to hold regular stakeholder meetings such as project partner meetings, National Action Committee on the Elimination of Child Labor etc. • The child labour mainstreaming training material will be used for a national workshop. • The project will document its good practices both in the form of booklets (hard and soft copy) and audio-visual materials. They will be shared as widely as possible, for example by using websites – link with partners and counterparts. The project will also share experiences with the teacher union on education in local levels, e.g. Sukabumi and Makassar. • One of the keys to long-term sustainability includes mainstreaming into local government budgets (see case study 1).

Country	key components of the country work plans
Mali	<ul style="list-style-type: none"> • The child labour mainstreaming training material will be utilized in Mali possibly with adaptation to the national context. • The project will train journalists on the linkages between child labor and education in an attempt to get the message out to a large number of stakeholders as possible. • The project will support the establishment of a committee with the national assembly on child labor and education, and deepen collaboration with FAO on how to integrate child labor into agricultural learning centers. • The project will participate in the Global Week of Action with the Coalition for EFA and promote an increased focus on child labor in educational interventions. • The key model coming out of the project is the accelerated schooling strategy (SSA) (see case study 2). • The SSA model will be promoted in a number of ways, including a series of national and regional level workshops on its role as an option to child labour. Study-visits will also be organized where key education and child labour stakeholders will have an opportunity to visit a number of the SSA schools. • Project good practices will be documented, possibly including the production of a documentary film featuring, among others the SSA model. The materials will be launched in a national workshop.
Uganda	<ul style="list-style-type: none"> • The child labour mainstreaming training material will be used among others, for a training of the National Steering Committee (which has a partly new membership). • Possibly the most important learning from the project is the power of community-based models in addressing child labor and promoting attendance and quality education. • A number of study visits will be conducted including exchange visits between project areas and non-project areas; and parliamentarians and journalists will be visiting project sites in order to advocate for good practices and pick-up through their respective forums. • The project will continue to promote its achievements and models through the education sector donor group, the national steering committee and other regular and ad-hoc forums. • The key policies that the project is targeting include the draft policy on Special Needs Education (in collaboration with UNICEF), the indicators in the Education Sector Plan and the Skilling Uganda policy. • The project will also continue to strengthen partnerships and aims for more collaboration and networking with the aim of local resource mobilization. • Project good practices will be documented both in written format and in a promotional video. These materials will be shared in a one-day high-level event at the end of the project.


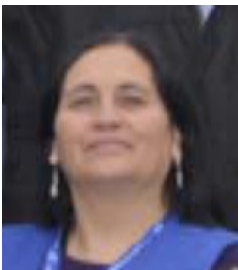

ANNEXES

ANNEX 1: List of participants

A906190	<p>Knowledge sharing Workshop: Combating child labour through education</p> <p>Atelier de partage des connaissances: La lutte contre le travail des enfants par l'éducation</p> <p>Taller de intercambio de conocimientos: Combatir el trabajo infantil a través de la educación</p> <p>08 – 12/04/2013</p>
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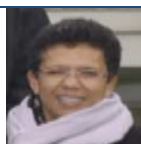
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ANNEX 2: Time table

A906190	Knowledge sharing – Combating child labour through education	Language of the course: English/ French / Spanish	from: 08/04/2013 to: 12/04/2013	Pav. Room: Italy 202/203
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Activity Manager: *Giselle Mitton* • Course Secretary: *Laura Biscaro*

Time	Monday 08	Tuesday 09	Wednesday 10	Thursday 11	Friday 12
	Opening				
	Administrative issues		Building partnerships at national level		Moving forward- developing a plan for the next phase of work
8:45 – 10:15	Welcome Address	Progress on key objectives	Governmental /inter-Ministerial groups		
	Course objectives & methodology	Country reports and discussion	Education sector groups	Introducing the new resource on skills development	How to best influence education planning process and programmes?
	Introduction of Participants				
	<i>Giselle Mitton</i>	Bolivia Uganda	Experience of work with other education/child labour coalitions (case Study FENU Uganda) (Riberalta, Bolivia) <i>A. Engblom</i>	<i>A.Engblom</i>	What is possible/achievable in your country?
10:15 – 10:30		Group photo	Coffee break		Activity
		Mid-term review and recommendations Patrick Quinn			
10:30 – 12:15	Review of project document and strategy <i>Patrick Quinn</i>	From Action programmes to influencing policy and programmes <i>Anna Engblom</i> and discussion	Group activity	Group Activities based around skills resource <i>A. Engblom</i>	Reports on plans
12:15 – 13:45		Case studies One Roof Schools (Indonesia) SSA programme (Mali)			
		Lunch			

Time	Monday 08	Tuesday 09	Wednesday 10	Thursday 11	Friday 12
13:45 – 15:15	<p>What progress has been made in your country?</p> <p>Working groups</p>	<p>Group activity</p>	<p>Using the Turin course on Child Labour and Education as a model for national programmes</p> <p>Patrick Quinn</p> <p>Giselle Mitton</p>	<p>Documenting project experience as part of advocacy strategy</p> <p>“Good practices” Policy briefs Reports of Partners meetings Innovative approaches</p>	
15:15 – 15:30			Coffee break	<i>P. Quinn</i>	
15:30 – 17:00	<p>Progress on key objectives</p> <p>Country reports and discussion Indonesia Mali</p>	<p>Improving the knowledge base- child labour and education studies</p> <p>Obtaining and using data at national level Case studies UWEZO (Uganda) <i>P. Quinn and discussion</i></p>	<p>Supporting regional knowledge sharing Indonesia, South South programme Uganda, Child Labour Free Zones Bolivia, social policy and education Mali</p> <p><i>Gurchaten Sandhu</i></p>	<p>Group activity</p>	
		Dinner in Town			