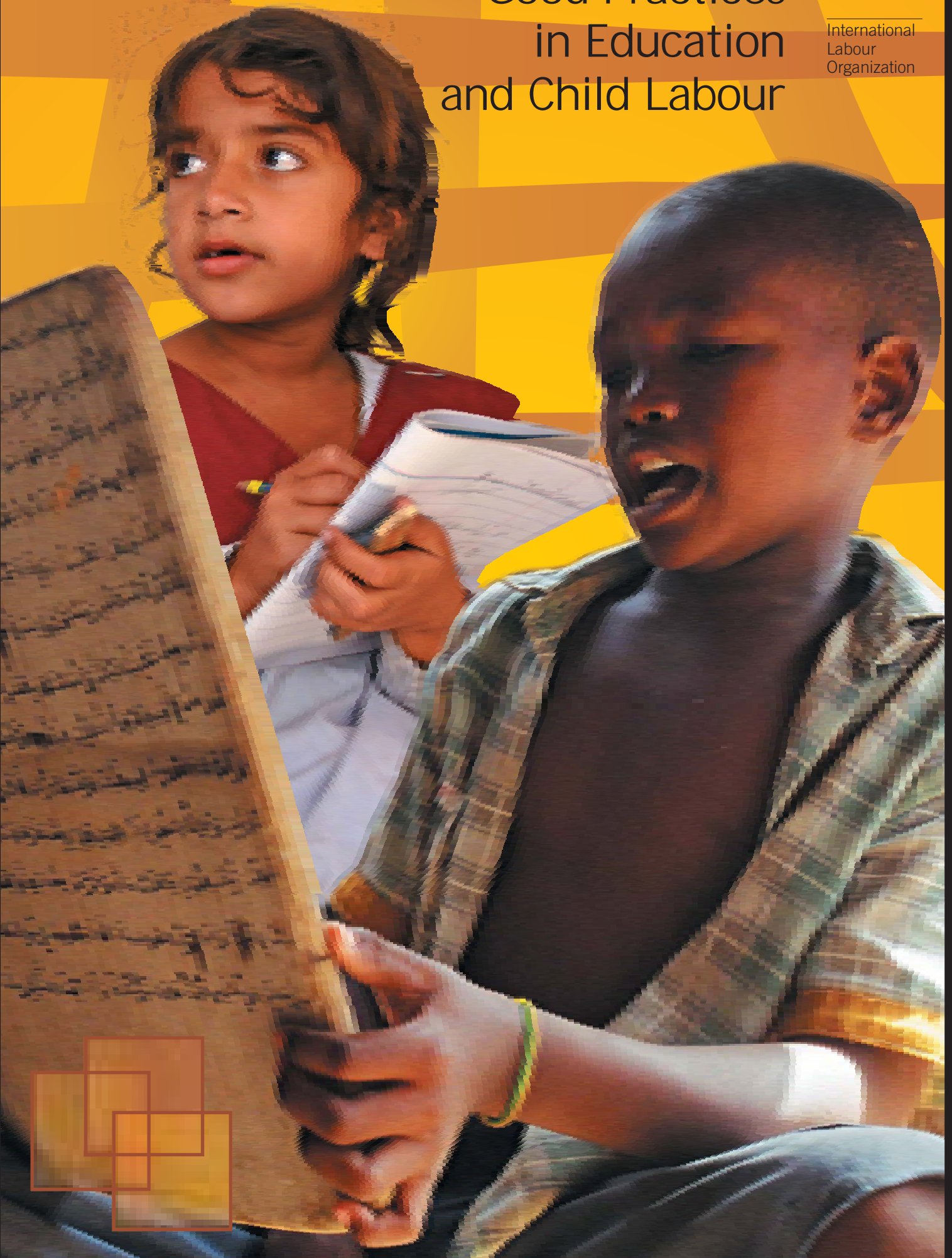


# Consolidated Good Practices in Education and Child Labour



International  
Labour  
Organization



EDUCATION AS AN INTERVENTION STRATEGY TO ELIMINATE AND PREVENT CHILD LABOUR



# Consolidated Good Practices in Education and Child Labour

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# Foreword

As an integral part of its work in the elimination of child labour since its creation in 1992, ILO-IPEC has used education and skills training interventions extensively in its programmes and projects worldwide. As these projects have progressed, matured and successfully concluded in many cases, ILO-IPEC has amassed a considerable portfolio of knowledge, experience and expertise.

In the context of its global education project (2003-2006) funded by the government of the Netherlands, "Including the excluded: Combating child labour through education", ILO-IPEC recognized the significant value in collating this knowledge and analyzing, validating and disseminating it more widely through a compendium of "good practice" interventions. The principle objective is that implementing agencies, partner organizations, governments, the social partners and other national and international organizations and agencies can learn from these experiences and project outcomes and adapt and replicate them in the context of their own project design and implementation.

The fruit of a considerable amount of work in collecting and validating knowledge is presented in this publication. However, we see this as a first, but a significant step in an ongoing, invaluable and necessary process to constantly improve upon and adapt our experiences so that the outcomes will serve exploited children, their families and communities more effectively. Action to prevent and eliminate child labour has reached a certain level of maturity. The challenge now is to galvanize countries across the globe, the international agencies that assist them and the countless partners at grassroots level to become more concerned about the issue of child labour and adopt approaches that have proven successful in eliminating it. ILO-IPEC has therefore revitalised its activities to accelerate the process of collection, analysis, training and outreach so that its cache of knowledge becomes widely available, and available in a form that is most accessible to its partners.

Good practices can represent a programme activity at any level, from broad policy-level activities to grassroots interventions at field level. It need not represent an overall project or programme as even if a project overall has not been successful, there could still be good practices that it developed or applied. A key aspect is that a good practice is something that actually has been tried and shown to work, as distinct from what may be a potentially good idea but has not actually been tested in practice. It could also represent work in progress.

In the case of ILO-IPEC's work in this field, the following were established as the main criteria of the selection of good practices:

- that it is innovative or creative;
- that it has documented effectiveness and/or impact;
- that it is replicable;
- that it is sustainable;
- that it is relevant to direct or indirect action against child labour;
- that it is responsive and ethical;
- that resources (human, financial or material) are used efficiently in its implementation.

ILO-IPEC is active in many different countries, working with a multitude of different partners. Other organizations are also active in the field of child labour around the world. Good practices provide a means of being able to learn from the experiences of others and to apply them in practice. Otherwise, one may devote considerable effort in reinventing wheels or repeating mistakes that others may have already made. Our resources, human and financial, are too precious and critical to our programme objectives to be wasted in the duplication of effort.

Good practices are particularly useful in stimulating thinking and suggesting new ideas for consideration. We do not necessarily expect that good practices should be copied from one setting to another or from one region or country to another. The context can vary across settings, and thus even highly successful interventions may not "travel" well. At the least, however, these can provide food for thought and ideas about possible adaptations. The more a similar approach has been tried and shown to work in multiple and varied settings, the more powerful and sustainable it becomes.

There is a myriad of different approaches being undertaken using education as a means of combating and preventing child labour. The identification of good practices in this area will underpin the creation of a knowledge-based tool that can help and assist practitioners and policy-makers worldwide, and will support efforts to mainstream child labour in global and national initiatives on education, social development and poverty reduction.

I would like to extend my sincere thanks to the Government of the Netherlands for providing the funding for this important work. I would also like to thank Ms Urmila Sarkar who conceived the idea of this product, ILO-IPEC colleagues in the field for implementing the projects from which these good practices have been derived, Ms Denise Cheung for her tireless efforts in assembling them and, finally, Mr Nick Grisewood for compiling and editing them in a format ready for publishing.

This publication presents a first cross-section of some of the most important and successful good practices that ILO-IPEC has identified from among the thousands of projects and programmes that have been implemented around the world. It should not be considered as a definitive representation of good practices, but rather the first volume. ILO-IPEC will continue to process and validate such practices with the aim of supplementing this publication in the near future.

We view this publication as a step forward in this global sharing of knowledge and experiences and we hope that this will continue to be an ongoing and fruitful process and dialogue that will ultimately benefit those who need our support and commitment most.

*Michele Jankanish*  
Director - International Programme  
on the Elimination of Child Labour (IPEC)  
ILO Geneva

# Child Labour: An Obstacle to Achieving Education For All

Education is pivotal to eliminating and preventing child labour, to establishing a skilled workforce and to promoting development based on the principles of social justice and human rights. There has been progress in recent years in raising public consciousness of the problem of child labour, of its pervasive and tenacious nature and of the awful prospect that it is growing in some areas of the world, for example, in parts of sub-Saharan Africa. In addition, key UN and other international agencies are now working together more effectively, which is critical to sustaining the growing global movement to eliminate child labour. The basis of action to combat the problem is the political will and commitment of individual governments and civil society to address it. It has been shown that a phased and multi-sectoral strategy which motivates a broad alliance of partners to acknowledge and act against child labour is most effective in bringing about tangible and sustainable results.

ILO-IPEC has acquired significant experience in using education as a principal means of combating child labour. It has done so by providing non-formal education opportunities for child labourers, mainstreaming former child labourers into the education system, implementing small-scale interventions in the education system to develop models for large-scale interventions, and building national alliances to make education policies and systems more responsive to children at risk.

The international community's efforts to achieve Education For All (EFA) and the progressive elimination of child labour are inextricably linked. On the one hand, education is a key tool in preventing child labour. Children with no access to quality education have little alternative but to enter the labour market where they are often forced to work in dangerous and exploitative conditions. On the other hand, child labour is a major obstacle to the achievement of EFA, since children who are working full time cannot go to school. For those who combine work and school, their educational achievement will suffer and there is a strong tendency for them to drop out of school to go into full-time employment.

There is a pressing need to build the capacities of all relevant government line ministries, the social partners, civil society, local, regional and national education authorities, teachers, parents, communities and other key actors in education to work towards the reduction of child labour through increased enrolment and completion rates for former child labourers, working children and children at risk, and through the provision of life skills and livelihood training for older children. Interventions at this level should help to ensure that educational policies and programmes are responsive to the needs of children at risk and that there is further development of a strong knowledge base on the issue of child labour, including the dissemination of good practices which use education to combat it.



Anduze traveller's photo

Primary education in most countries is not completely free and in most developing countries schooling is not accessible to all children. Parents who send their children to primary school must shoulder numerous indirect costs, such as uniforms and textbooks. Furthermore, they incur the opportunity cost, which is the wage that the child would earn if she or he was working instead of going to school. Still, while poverty is an important “pull” factor, dragging children prematurely into the labour market, there are important “push” factors, particularly social exclusion, within the education system itself, or within the local communities in which schools are situated.

Investments in primary education should be spread more evenly, focusing more on children at risk. Not taking these children into special consideration will jeopardize the goal of achieving universal primary education by 2015, one of the Millennium Development Goals (MDGs). The lack of mechanisms to offset the opportunity cost for very poor families is particularly important.



# Good Practices in Eliminating Child Labour through Education

## Introduction

ILO-IPEC has been operational since 1992 and has been using education as a key tool of intervention since the outset of its activities. In this time, the programme has amassed a significant amount of expertise and experience in the interrelated fields of elimination and prevention of child labour and education and skills training. In early programmes, the implementing agencies, partners, stakeholders and ILO-IPEC adopted an experimental approach in reaching out to disadvantaged, marginalized and working children, their families and their communities and putting in place projects and programmes that responded to their special needs and requirements in terms of education, skills training and welfare. The programmes were elaborated through a thorough and broad consultative process and sought to link into other global and development-related initiatives to ensure coherence and to maximize impact and sustainable effect.

Over time, certain tried and tested methods and practices began to reappear in different programmes, in different circumstances, different locations and at different times. ILO-IPEC and its partners, based on experience, have reached a stage in programme development of being able to promote and disseminate strategies of interventions that are known to work and make a difference to the lives of children and their families most in need. As part of its own development as an international programme and source of critical data, ILO-IPEC has been striving to ensure that this experience and expertise is made as widely available as possible to like-minded organizations and individuals. In this way, by promoting what is known to work in different circumstances through identified and validated “good practices”, based exclusively on lessons learned from projects worldwide, ILO-IPEC hopes to be able to sustain programme

achievements and progress in general on the elimination and prevention of child labour.

This publication includes a broad selection of these good practices which it is hoped will serve to inspire, motivate and guide those who are actively working to support working children or former working children, their families and their communities, by providing them with effective alternatives to impart education, skills training and related services to help all involved to recognize the dangers of child labour, recognize the importance of quality education and training, and ensure that all children benefit from these and can aspire to a better future and quality of life.

## What is a “good practice”?

In the context of the work on the elimination and prevention of child labour through education and skills training interventions, a “good practice” can be defined as anything that works in some way in achieving these goals, whether fully or in part, and that may have implications for practice at any level elsewhere. It can represent any type of practice, small or large, and at any level, for example, from broad policy-level activities to practices at the grassroots level in the field. It need not represent an overall project or programme as even if a project overall has not been successful, there might still be good practices that it developed or applied. It could also represent a practice that only emerges after comparison across multiple settings, for example, what has emerged from analysis of the work of many organizations in numerous settings is that a mix of measures is almost always required to help in eliminating child labour or providing educational services to disadvantaged children. This is a useful clarification for policy level interventions.

In addition, good practices can be developed by any organization or individual involved in these areas of work, including partners at all levels. A key aspect is that a good practice is something that actually has been tried and shown to work as distinct from what may be a potentially good idea.

There are many different criteria used by different organizations in different circumstances to establish “good practices”, for example: that it is innovative or creative; that it has documented effectiveness and/or impact; that it is replicable; that it is sustainable; that it is relevant to direct or indirect action on the subject matter; that it is responsive and ethical; and that resources are used efficiently in its implementation. Good practices do not have to be perfect in every respect. Indeed, information about inhibiting factors or circumstances limiting the applicability or impact of a practice can be even more useful to other practitioners than a 100 per cent “success” story.





Good practices can be used most appropriately to stimulate thinking and to suggest ideas for consideration. However, they should not necessarily be copied from one setting to another. The context can vary across settings, and thus even highly successful interventions may not “travel” well. At the least, however, these can provide “food for thought” and ideas about possible adaptations. The more that a similar approach has been tried and shown to work in multiple and varied settings, the more likely that it might also apply in some respect elsewhere as well.

## Good practices in education to eliminate and/or prevent child labour

ILO-IPEC, therefore, has acquired experience and expertise in a number of strategic areas regarding education-related activities to eliminate or prevent child labour and reach out-of-school children. On the basis of this experience, it has been possible to highlight some key underlying principles that characterize some of the good practices that have been emerging, for example:

- Multi-sectoral approaches have a much more effective and sustained impact in the elimination and prevention of child labour, combining the involvement of relevant government line ministries, social partners and civil society.
- Education is a necessary, but not sufficient, intervention in the case of children working in hazardous and exploitative labour. In addition to receiving education of good quality and relevance, working children also need to benefit from a protective rights-based environment and access to legal, health and other services.
- Child labour must be mainstreamed into Poverty Reduction Strategy Papers (PRSP), EFA, national plans of action and other resource allocation frameworks.
- Partnerships within the broader framework of the UN system and other international and national organizations must be actively pursued and implemented.
- Particular attention should be paid to the situation of girls’ work and education through gender specific strategies, and to the situation of particularly vulnerable groups of children, for example, the very young.
- Formal education strategies are vital to the long-term success of interventions.
- Practices should be grounded in country-specific realities when dealing with the issue of child labour, while recognizing broader issues that may go beyond any one specific country.

There are a variety of approaches being undertaken using education as a means of combating child labour. The identification of good practices in this area will help in the creation of a knowledge base that can assist field practitioners, policy makers, agencies, organizations and other partners and may be able to support work in mainstreaming child labour in EFA and poverty reduction strategies and in other development approaches.

## Guide to the ILO-IPEC Compendium of Good Practices

This publication does not represent a definitive work on good practices that have been used in education as an alternative to child labour. The publication is a means to an end rather than an end in itself. There are many more examples and forms of good practice that have emerged or are emerging from programmes currently in implementation and it is inevitable, and indeed necessary, that this process of learning will continue. It is the intention of this publication to set the process of exchange of information, experiences and expertise in motion, but it is the hope of ILO-IPEC that it will not end with this publication, but rather will just be the beginning. ILO-IPEC will continue to explore through dialogue and consultation ways in which this process can be maintained and further developed.

By way of introduction, these good practice texts have been formatted to first of all set the good practice in its context. In other words, under what circumstances and to what end these programmes have been planned and implemented. There is then a list of the various country programmes and projects from which this good practice has been identified and drawn.

The case study then goes on to provide both a **brief description** of the good practice and then a more detailed explanation of its **impact** in each setting. The objective here is to provide a more detailed outline of the practice and how it managed to achieve its aims and objectives. In considering impact, the approach has been to try and assess this under several programme elements that may be of differing levels of importance to different stakeholders. These include innovation, effectiveness, relevance, replicability and sustainability.

The good practice then describes the elements of the **enabling environment** under which it has been effectively implemented. This is a critical aspect of any good practice as it describes the various elements of the environment that should be in place if the practice is to work and be effective and sustainable, for example, that there is strong political support for the programme intervention. Following this section of the practice, the final section then focuses on how the programme was actually **implemented** in the different national settings. ILO-IPEC has also supplied some contact and reference details to help those who may wish to find out more information about a particular good practice.

As indicated, this publication represents a first step upon a journey of knowledge creation, consolidation, sharing and dissemination. It is hoped that other organizations and practitioners in these interrelated fields will provide additional feedback on their own experiences, particularly if they may design and implement projects based on the good practices included here. Knowledge and experience is enhanced and further improved by ongoing sharing and exchange of experiences. Therefore, if the momentum of the global initiatives to eliminate and prevent child labour and provide quality education for all children, is to be sustained and ultimately successful, it is vital that the good practices included in this publication are added to, discussed further and that this dialogue is maintained.



Upstream Policy Development  
and Reinforcement and  
Education Resources

# Linking the Elimination of Child Labour to the Education For All (EFA) Initiative



## Context

Education is pivotal to eliminating and preventing child labour, to establishing a skilled workforce and to promoting development based on the principles of social justice and human rights. The international community's efforts to achieve EFA and the progressive elimination of child labour are therefore inextricably linked. On the one hand, education is a key tool in preventing child labour. Children with little or no access to quality education have little alternative but to enter the labour market where they are often forced to work in dangerous and exploitative conditions. On the other hand, child labour is a major obstacle to the achievement of EFA, since children who are working full time cannot go to school. For those who combine work and school, their educational achievement will suffer and there is a strong tendency for them to drop out of school to go into full-time employment.

Considering that most, if not all, of the more than 100 million children around the world missing out on primary education are child labourers, efforts to achieve universal primary education must go hand in hand with efforts to eliminate child labour. Special measures must also be taken to address the barriers to girls' education, in particular girls' work, since around 60 per cent of the children denied an education are girls.

Therefore, the ILO and the IPEC programme support international, national and local efforts contributing to



M. Knobil

the EFA movement and is the leading UN agency in the establishment on 28 November 2005 of the Global Task Force on Child Labour and Education, the founding members of which include UNESCO, the World Bank, UNICEF and the Global March Against Child Labour.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of two action programmes in two countries: India and Indonesia. The titles of the action programmes and the names of the implementing agencies are as follows:

- "The elimination of child labour through universalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District, India", implemented by the Mamidipudi Venkatarangaiya Foundation (MVF), Andhra Pradesh, India.
- "APEC awareness-raising campaign on eliminating the worst forms of child labour and providing educational opportunities", implemented by the ILO-IPEC Office in Jakarta, Indonesia.



## Brief description of the practice

### *India*

The MVF aims to eliminate child labour through the universalisation of quality formal education and works towards the creation of awareness and demand for education among the poor. It started working in the Ranga Reddy district of Andhra Pradesh in 1991 and universalisation of formal primary education has been one of its key objectives. MVF maintains that children are not meant to be workers and each child out of school is a

potential worker. Their programmes therefore target all children, believing that every child going to school means keeping the child away from working. Moreover, providing schooling to child workers is only not a matter of building a child-friendly environment within the schools, but also promoting a broader, more political environment in which 'going to school' is part of the fundamental rights framework for children.

The geographical location of the action programme supported by ILO-IPEC, Kulkacherla Mandal, is a very underdeveloped area and there is also a high concentration of girls working in the production of hybrid cotton seeds in cotton farms. Many of these girls are from the Lambadi tribes who are known to be migratory in nature. Supported by an approach using social mobilization techniques, MVF established residential "bridge camps" to facilitate the transition of former child labourers into formal education and social mobilisation.

## Indonesia

ILO-IPEC implemented a nationwide awareness-raising and capacity-building programme in Indonesia to sensitise stakeholders to the dangers of child labour and the importance of education. This activity was an important component of the strategy developed by ILO-IPEC in Indonesia as part of a regional programme involving all APEC countries. The overall objectives of the programme in each APEC country was to mainstream child labour issues into existing government programmes and policies, including national EFA action plans.



## Impact of the practice

### Effectiveness

In India, in spite of limited financial support from ILO-IPEC, MVF's bridge course was particularly effective and, over the last decade or so, has been implemented in more than 6,000 villages, covering 137 mandals (municipalities) in 11 districts of Andhra Pradesh. It is estimated that around 45,000 child labourers have benefited from the MVF bridge camps. MVF has been an ardent advocate for the universalisation of primary education and the total elimination of child labour. Its research and activities have indicated that these two goals are inextricably linked and must be pursued together. An ILO-IPEC report subsequently revealed that

there had been a considerable reduction in the incidence of child labour in the area following the MVF programme. It also successfully created a consensus at the community-level that school is the only alternative to prevent children from working and, through this consensus, established a social norm against child labour.

In Indonesia, a series of provincial and district workshops and conferences on awareness-raising on child labour were organized and a range of stakeholders were consulted. The results of these provincial and district activities were discussed in a national conference which led to a number of policy recommendations being made, including the mainstreaming of child labour into the national poverty reduction strategy (PRSP). The national conference also provided inputs into the elaboration of an integrated national policy on poverty alleviation, education for all and the elimination of child labour.

### Sustainability

The MVF model was replicated on a wider scale by the Andhra Pradesh government's Department of Social Welfare through its "Back to School Project" covering over 10,000 children each summer. MVF plays a significant role in providing technical support to state-led educational programmes. Having the state assume the responsibility has been the best way to ensure the sustainability of the bridge course strategy.

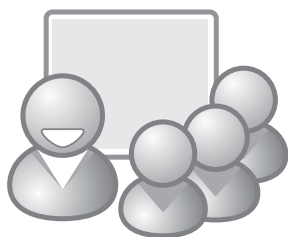
In Indonesia, the consultation with an extensive range of stakeholders and the participation of key policy makers in the programme helped in eliciting their support for the project goals, thus contributing to the sustainability of future initiatives in awareness-raising about child labour and education efforts to eliminate it.



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## Replicability

The MVF has been working in Andhra Pradesh since 1992 and continues to expand its influence. As mentioned above, the state-led “Back to School Project” essentially replicated the MVF model and the organization played a significant role in providing technical support.



### Enabling environment for the practice

#### *Political momentum at international level*

Policy dialogue is a vital aspect of ILO-IPEC's work at the international level to establish the critical link between child labour elimination and education and the need to reinforce the reciprocal roles of the global campaign to eliminate child labour and the EFA movement.

#### *Successful implementation of educational programme*

In Indonesia, the policy mainstreaming of child labour elimination could not have been achieved without linking it to other related and existing government programmes, especially poverty alleviation and social safety net programmes. Further efforts would need to be made to ensure that education initiatives, for example, within PRSPs, EFA and MDG processes, are sensitive to the issue of child labour.

#### *Role of local government*

In Indonesia, political decentralisation has had both positive and negative effects. It is positive in the sense that if the district authorities buy-in to the project, they can take immediate action including budget allocation. But if they do not buy-in, then the outcomes of the project may not be sustained once ILO-IPEC funding ended. In addition, convincing the local authorities is not an easy task because the project's outcomes are not easily visible to political constituents, like building roads or bridges. It would also be a challenge to scale up the project as there are 434 decentralised districts and municipalities in Indonesia.



## Implementation of the practice

### *India*

In India, MVF's uncompromising stand on the universalisation of primary education and total elimination of child labour have been instrumental in the programme's success. MVF is guided by a set of “non-negotiable” objectives, including:

- All children must attend full-time formal day schools.
- Any child out of school is a child labourer.
- All work is hazardous and harms the overall growth and development of the child.
- There must be total abolition of child labour.
- Any justification perpetuating the existence of child labour must be condemned.

MVF works towards these goals by building the capacities of the community in rural areas to promote formal school education and, on this basis, to eliminate child labour. Their efforts have been focused on changing social norms, for example, allowing children to benefit from fundamental rights and development by going to school instead of working. At village level, MVF works to create consensus within communities on universal education and against child labour. The entire community is mobilised through various techniques, including public rallies and theatre, and looks at key issues such as withdrawing girls from work and sending them to non-formal education bridge camps. Various village committees, representing elders, elected representatives, youth groups, teachers and parents, are formed and take on a variety of functions, including:

- acting as a medium for consultation;
- influencing the hiring practices of local employers who hire girls;
- influencing the behaviour and attitudes of parents and community members to encourage them to send children to school and not to work;
- monitoring all aspects of the programme's implementation;
- reviewing children's performance in school;
- tracking children after bridge camps to ensure they attend and remain in school.



Such goals have become a source of prestige and pride for villagers and there is a healthy spirit of competition in making villages child labour free.

Depending on their age, children withdrawn from work are placed in either short-term (6 months) or long-term (18 to 24 months) non-formal education bridge camps which prepare them up to 7<sup>th</sup> grade. Using the MVF-developed Rapid Learning Technique<sup>1</sup> and non-formal education curriculum, the camp courses aim at ultimately merging with the school curriculum, facilitating the mainstreaming of graduates to formal education. Camp teachers are selected from the community and they are trained in regular pedagogical subjects such as languages, mathematics and science and also special subjects such as child-sensitivity, adolescence, and so on. As most of the girls who attend the camps come from the Lambadi tribes which speak a different dialect than the language used in formal schools (Tegula), the camp teachers also impart language skills to the children gradually through interaction and encouragement.

In achieving the goal of universal primary education to eliminate child labour, MVF does not aim at taking over the full responsibility for delivery of education. The organization believes that it is the responsibility of the state to provide formal education to all children, and ultimately only the state can effectively do so. Therefore, MVF focuses on creating a social movement to demand education and facilitating the entry into formal education of former child labourers who, because of their disadvantaged situation, need special non-formal education programmes to enable them to become effective learners in formal schools. Minimal parallel structures were established alongside formal schools already available,

using existing government institutional infrastructures. In addition, when the State of Andra Pradesh adopted the MVF's bridge camps model, the organization also provided considerable advice and support to ensure its effective implementation.

The goal of education for all transcends political divides and goes beyond traditional stakeholders and this characteristic has been another key feature of social mobilization efforts. For example, politicians from different parties in Kulkacherala Mandal joined together in establishing a forum to discuss strategies for removing children from bonded labour and cash crops farms (cotton seeds) in the area.

Initially, MVF would focus only on child labour and education related issues. However, once the teachers and volunteers had gained the confidence of the girls in the camps and schools, they were often approached and asked to intervene in preventing marriages at an early age. Since then, preventing child marriage gradually became an additional objective of MVF's work as it is also a cultural element that acts as a major obstacle for girls' schooling, further impeding the goals of universalisation of primary education and the elimination of child labour. As a result, it was found that previously held stereotypes of girls as being seen as caretakers and housekeepers good only for marriage were changing in the project area.

The project found that the fact that some of the children were from families of a migratory disposition posed a serious challenge for continuous schooling. As the children move out to another location, keeping track of them becomes difficult and children weaned away from work

<sup>1</sup> The teaching material developed by MVF uses children's own experiences and stories to make learning simple and able to relate more closely to children. Teaching through pictures and sentences, a child learns through fun and games, exploring and inventing. The course starts with non-formal education curriculum and materials, gradually moving towards using formal school textbooks.



may relapse into work situations once more. As a result, the villagers themselves in the project area were coming up with suggestions to overcome these challenges, such as settled individual families offering to look after affected children.

## Indonesia

In Indonesia, active participation in the project of policy-making bodies was crucial for the policy mainstreaming process. Much effort was needed in initiating and maintaining dialogue and coordination with representatives of a broad range of stakeholders, especially in trying to make child labour a high priority on the agendas of government agencies. Nevertheless, these efforts paid off when the work with national stakeholders brought about the formation of an Education Task Force which included the key institutions in charge of education and poverty reduction. A national conference was organised in Jakarta on mainstreaming child labour into government policies and programmes with the participation of all key stakeholders, including the National Committee on Worst Forms of Child Labour, the National Committee for Education For All, the National Steering Committee on the Elimination of Child Labour, the Ministry of National Education, the Ministry of Manpower Planning, and other line ministries.

Provincial workshops were also conducted in East and West Java to collect inputs on how to mainstream child labour issues into provincial and district policies and programmes on EFA and poverty reduction. District and provincial technical workshops were held in Malang (district) and Surabaya (province) respectively with local stakeholders on how to reach at-risk children more effectively through the education system. Participants in the workshops included representatives from local government, the social partners, schools and universities and community organizations.



For more information

## Web-based documents

### India

- Mamidipudi Venkatarangaiya Foundation (MVF) - [www.mvfindia.org](http://www.mvfindia.org)

- “MVF India - Education as empowerment”, Sucheta Mahajan - [www.mvfindia.org/documents.htm](http://www.mvfindia.org/documents.htm)

### Indonesia

Background information -

[www.dol.gov/ilab/media/reports/iclp/sweat/indonesia.htm](http://www.dol.gov/ilab/media/reports/iclp/sweat/indonesia.htm)

## Other documents

### India

- India Country Report, Thematic Evaluation on IPEC Skills Training, Formal and Non-Formal Education Activities, by Saraswati Raju, Centre for Study of Regional Development, Jawaharlal Nehru University, New Delhi, December 2003, 1st draft
- “Interventions and action against child labour: Achievements and lessons learned”, ILO, New Delhi, 2002
- Summary outline of the action programme entitled “Elimination of child labour through universalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District”
- “Towards the eradication of child labour: Useful initiatives in schooling - A study based on secondary data”, Anuradha De. Claire Noronha and Meera Samson, December 2002
- “No to child labour, Yes to education: The unfolding of a grassroots movement in Andhra Pradesh”, Rekha Wazir, 2002
- “Cultural stereotypes and household behaviour - Girl child labour in India”, Neera Burra, UNDP India, February 2001

### Indonesia

- “APEC awareness-raising campaign - Eliminating the worst forms of child labour and providing educational opportunities”, IPEC-ILO, 2001-2003, project briefs, technical progress reports and status reports
- “Report of the regional workshop to share experiences and lessons learned from the APEC project”, 17-19 November 2003, the Philippines
- Internal independent desk review evaluation of the APEC project, January 2004, 1st draft



# Working with Ministries of Education



## Context

The training of education personnel, combined with the production and dissemination of resource materials, can be used to motivate key decision-makers and planners to focus more on tackling social exclusion and child labour as obstacles to Education For All. One of the main characteristics of social exclusion is its invisibility. Thus, awareness-raising across the education sector and other related government sectors is a critical first step in the process of overcoming it.

Understanding child labour is important for educational institutions, not only because of the significance of the issue, but also because of its potential impact on educational attainment and its implications for the design of education policies. The objective of capacity-building exercises is to improve the coherence of countries' efforts to develop national action plans on the elimination of child labour, the implementation of EFA and poverty reduction. Trained personnel create a solid foundation on which to build a body of expertise within central and local government which will sustain these efforts over time. Special attention is required to ensure the mainstreaming of child-labour-elimination strategies within existing teacher training programmes, pre- and in-service, to equip school staff with the skills needed to increase the attendance, retention and academic performance levels of working children. Therefore, building the capacities of education institutions and personnel also leads to significant improvement of national and local education systems.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of three action programmes in two countries: Turkey and Thailand. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Development of an educational module to provide social and economic alternatives to school girls at risk of being lured into forced child labour/prostitution” and “Development and validation of an education module providing social and economic alternatives to girls at risk for use on a larger scale in eight northern provinces”, both implemented by the Special Project Division (SEMA), Office of the Permanent Secretary, Ministry of Education, Thailand.
- “Increasing the attendance, retention and performance rates of working children in the primary education system”, implemented by the Ministry of Education (MONE), Turkey.



## Brief description of the practice

### Turkey

ILO-IPEC concentrated on developing national capacity to assume ownership of an education agenda that addressed the educational needs of working children. Efforts at the central level concentrated on strengthening the capacity of MONE to manage and provide technical support for activities at provincial levels, including the provision of training aimed at upgrading the skills of teachers. These efforts were complemented by capacity-building activities within national-level structures for the development and implementation of effective model educational programmes. In order to achieve these objectives, ILO-IPEC worked with the education authorities and priority was given to enhancing partnerships with MONE. Recognising the critical role of teachers and other educational personnel, it was vital to focus on the training of teachers, counsellors, school principals and inspectors to equip them with the understanding, knowledge and technical skills necessary to improve working children's educational retention and performance rates.

### Thailand

In Northern Thailand, many girls were vulnerable to being recruited into prostitution because their parents encouraged them to engage in the sex trade in order to maintain a relatively comfortable lifestyle for the family and also because the girls themselves wanted to fulfil their filial responsibility. The action programmes therefore aimed at addressing the needs of these girls, many

I. Susanti



of whom are from the hill tribes or are children of illegal migrants and refugees.

The SEMA Education for Life Development Programme was initiated by the Ministry of Education at the end of 1992 for this purpose and was designed to deliver lifeskills education and to prevent and campaign against undesirable careers for young women. It went into operation in 1994 and ILO-IPEC provided support to the programme from 1995 to 1999. During the first phase, Lamphang, Chiangrai and Phayao provinces were identified as the provinces most in need. In the second phase, the use of the model was extended to eight provinces in the upper northern area: Lamphang, Chiangrai, Phayao, Lamphun, Phrae, Nan, Maehongson and Chiangmai.



## Impact of the practice

### ***Effectiveness***

In Turkey, MONE's capacity to respond to child labour-related issues was further reinforced and augmented by establishing a core group of 30 informed and competent trainers to act as a catalyst for change within the education system. This group formed a solid foundation for the growth of a body of expertise within the Ministry, training 180 teachers within two years. In addition, a total of 900 children who were low achievers and potential drop-outs were targeted for educational and psychosocial support to prevent them from dropping out of school.

In Thailand, the Ban Vieng'pan School was established as the project centre for 41 schools in a locality which is home to Burmese refugees and where drop-out after primary level reached 40 per cent and where many girls were recruited for the sex trade in the southern part of the country. Within four months the project started enrolling a number of girls in schools. In the second phase, 94 primary schools in eight Northern provinces were involved and financial support was provided to more than 50,000 students to further their education. In addition, 4,000 child victims of prostitution and those at-risk were identified and provided special education with room and board. Programme efficiency was also improved by creating synergies with other action programmes in Thailand. For example, the Thai Woman of Tomorrow Project (TWT) provided technical support in analysing target children's needs and interests. A more detailed description of the outcome of the programme can be found in the ex-post evaluation through ILO-IPEC.

The SEMA action programmes were designed to stimulate and encourage schools and the educational system to focus on the problems of child victims of prostitution and child labour. Its activities empowered teachers and other educators to join in efforts to prevent and solve problems of child labour, making education a route to self-esteem, which in turn fosters conscious social support, self reliance, self respect and social recognition among the school children who took part in the programme. This approach has proved invaluable from the perspective of human capital development and is still being used.

### ***Relevance***

The project in Thailand was successful in raising community awareness of the vulnerabilities of marginalized groups in their communities and was able to mobilize active local

participation in preventing the recruitment of more children into prostitution and supporting them through education and training. Vocational training proved particularly popular because it provided some earning capacity for children. In addition, children were able to develop their competencies to the point of winning awards at provincial and regional levels in various skills-related competitions, for example, sewing and cake decorating.

### ***Sustainability***

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Under the SEMA programme, children were encouraged to stay in school longer and to study further to higher levels. In addition, the Thai government has allocated a specific ongoing budget for the SEMA project, thus ensuring its sustainability. The approach in vocational training has also become the standard now in the special education schools in northern upper region of Thailand. Those involved in the project, particularly the children, were extremely enthusiastic and, with continued support for scholarships, materials and equipment for vocational training, the children were able to choose which kind of training suited their career preferences. They received counselling and their progress was closely monitored. They developed various types of skills, had access to modern equipment, were encouraged to come up with progressive ideas and learned how to use their time profitably to earn some income.

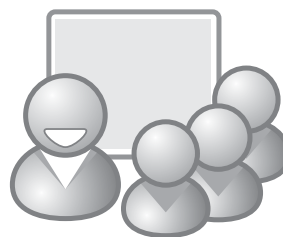
### ***Replicability***

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As well as being replicated in eight provinces of Northern Thailand during the second phase, this innovative programme has been expanded to cover the whole country and the government Cabinet also endorsed the integration of the SEMA initiative into the national programme to clamp down on the sex industry.



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## **Enabling environment for the practice**

### ***Detailed problem identification***

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In Turkey, in-depth research was carried out on education and the problem of child labour which formed the knowledge base for devising strategies and policies. This research included analysis of current classroom practices and recommendations for improving effective learning in the classroom and related psychosocial support catering to the special needs of working children in order to retain them in school. Nearly 1,300 children (including 640 working children) and over 1,000 families were contacted and surveyed. In addition, classroom teachers were also surveyed to analyse the existing situation, identify gaps and develop policy accordingly.

### ***Extensive networking among stakeholders***

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To address the scale and the complexity of dealing with working children in Turkey, the programme brought together various relevant institutions to ensure that the challenges were dealt with on a multi-dimensional level. For example, the Ministry of Labour and Social Security was responsible for the work placement of the children's parents; local governors' Social Security Funds provided social security for poor families; and the state Institute of Statistics carried out the research and analysis.

### ***Role of the government***

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During the first phase of the programme in Thailand, one of the most pressing problems was the lack of support from the central coordinating offices in terms of funding, mobilization efforts, administrative back-up, internal and external coordination. However, since phase 2, the programme has been expanded to become a nationwide programme with full government support. In addition, SEMA has attracted international attention and has been the subject of a number of studies.



## Implementation of the practice

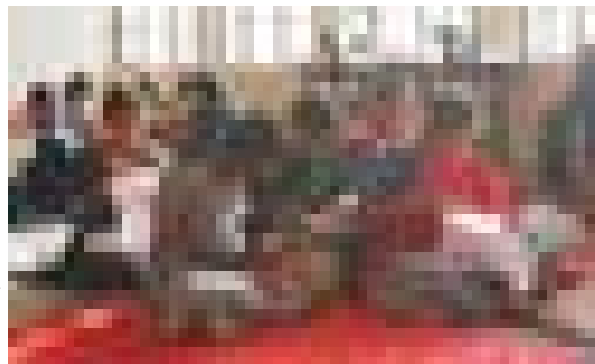
### *Turkey*

The Ministry of Education is responsible for providing formal education to all children between the ages 6 to 14-years-old. Within this mandate and the framework of the “Project for providing working children with fulltime schooling and enhancing their achievement level”, MONE carried out a programme to improve attendance, performance and retention in primary school by providing psychological and educational assistance to primary school children who were working or at risk of doing so. ILO-IPEC supported MONE in building their capacity to implement this direct support programme for working children and in policy-making regarding child labour.

Training of personnel within the Ministry and teachers formed an important component of the programme. The training-of-trainers (TOT) approach was used in order to reach as many individuals as possible, especially teachers in contact with working children in their respective schools. Selection of training participants was managed by the MONE project coordinator through the establishment of central and regional committees. Criteria for selection included education, experience and performance. There was an effective mix of classroom and field-oriented training activities in the training materials used. The training programmes had built-in evaluation and follow-up mechanisms for assessing their effectiveness and relevance, usually in the form of questionnaires and/or interviews rating specific elements of the course.

The evaluation results proved useful in revising and updating training programmes. Attention was given to following up the job performance of teachers in order to assess the effects of training programmes. Initial challenges in training processes were related to attitudes of teachers who felt their already extensive workload precluded their capacity to devote sufficient attention to child labour. However, this attitude changed drastically towards the end of the training and can be attributed to the skills of the trainers and the content of the training material used.

Psychosocial and educational assistance was provided to 900 under-performing working children who might be at risk of dropping out. The programme made every effort to attend to their special needs caused in all probability by the extra physical and psychosocial strain from the combined demands of work and school.



© Crozet/ILO

### *Thailand*

The Ministry of Education began the scholarship programme for children at risk of child labour, sometimes taking them away from their homes and putting them in boarding schools. At the request of the Ministry, ILO-IPEC supported the development of a suitable educational model to address the problems of girls in high-risk circumstances. This required a detailed analysis of the needs and interests of the children which was conducted at the home and village level to identify at-risk girls. The results of this analysis then facilitated the selection of skills training providers to deliver training to the target group. Pilot projects were developed and tested in boarding schools in Lamphang, Chiangrai and Phayao provinces. Teachers in local primary schools selected children from at risk groups who were to be sent to these boarding schools in safer areas. The projects were evaluated and the findings fed into the next phase of the programme.

The Ministry of Education carried out a second phase in eight provinces in the upper North and an information campaign for the prevention of prostitution, including HIV/AIDS education, was organized and implemented. Primary schools were designated as campaign centres which also helped identify girls at high-risk and organized prevention activities. Boarding schools and secondary schools in the target areas provided opportunities to the girls to complete their education beyond the primary level. Vocational training in trades appropriate for the local labour market and non-formal education services were provided to those who could not join the general education stream in secondary schools. Scholarships were provided to enable the girls to enrol in the boarding schools or the vocational colleges.

Teachers were actively involved in the campaign against child prostitution and educated children about the dangers, including sexually transmitted diseases and HIV/AIDS, common manipulation techniques by agents and legislation related to prostitution. Teachers identified alternative occupations in the community and started to organize courses in cloth weaving, sewing, flower arranging and handicrafts. These courses involved community resource persons and social workers. The social welfare offices also

provided financial and technical support to the vocational training courses. In addition, teachers actively intervened when recruiters tried to establish contact with the girls. They informed the local police and the parents and continued to monitor the girls, especially when parents were consenting to the recruitment of their children.



For more information

### Other documents

#### **Thailand**

- Various internal ILO-IPEC documents, including project status sheets and self-evaluation reports of the action programme “Development and validation of an education module providing social and economic alternatives to girls at risk for use on a larger scale in eight northern provinces”

- Action against child labour: Strategies in education - Country experiences in the mobilization of teachers, educators and their organisations in combating child labour”, page 53, ILO-IPEC, Geneva, May 1999
- Ex-post evaluations, Thailand, August 2003

#### **Turkey**

- Thematic evaluation on “Skills training, formal and non-formal education activities undertaken within the framework of ILO’s International Programme on the Elimination of Child Labor (IPEC)”, Country Report for Turkey (Draft), ILO-IPEC, December 2003
- “Development of a modular package capturing ILO-IPEC experience in Turkey”, Dr Meltem Dayioglu and Dr Ayse Gunduz-Hosgogor, Draft, May 2003
- Other relevant action programme progress reports



# Engaging Governments to Cover the Cost of Education

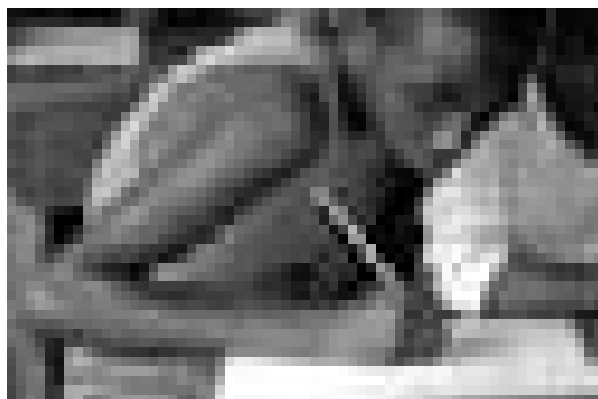


## Context

There is a growing body of international experience whereby government programmes are put in place to offset the short- and medium-term costs to poor families of sending their children to school or to deliver other social services, such as health care. The programmes take into account the numerous direct, indirect and opportunity costs to poor families of their children's participation in school or non-formal education. Such costs would include buying school books and uniforms, transport to and from school, providing food for children during the school day and the loss to the family of the child's income. These programmes also target specific geographical areas, such as those prone to the worst forms of child labour or are known to be recruitment areas for trafficking.

To make school more appealing to parents in their decisions for their children, some social services, such as the provision of school meals and health care, can be delivered by the education system itself, sometimes with the support of international agencies, for example the global school feeding initiative of the World Food Programme (WFP). Providing such services has proved to be a powerful incentive for parents to send their children to school.

Engaging governments to take up the responsibility to provide education for all children and to back this up with resources is a crucial step towards the elimination of child labour because ultimately it is the government which has power to make these decisions and allocate resources. This practice serves as good example of making government policies work.



K. King Cutcher



## Countries involved and programme details

is good practice has been elaborated on the basis of the consolidation of four action programmes in four countries: Colombia, Niger, Peru and Tanzania. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Prevencion y eliminación del trabajo infantil domestico en hogares de terceros en las comunas 7, 8 y 9 de la ciudad de Bucaramanga," implemented by Asociación Cristiana de Jóvenes de Santander, Colombia.
- "Retrait des enfants orpailleurs des mines du Niger et amélioration des conditions de vie", implemented by Organisation pour la Prévention du Travail des Enfants au Niger, Niger.
- "Programmea de erradicacion progresiva del trabajo infantil en el caserio minero artesanal de Santa Filomena", implemented by Acción Solidaria para el Desarrollo, CooperAcción, Peru.
- "Programme to withdraw 200 especially vulnerable children from hazardous worksites and provide them with alternative life opportunities", implemented by the Tanzania Social Workers' Association (TASWA), Tanzania.



## Brief description of the practice

### *Colombia*

This programme targeted girls and adolescent domestic workers. The NGO persuaded the municipal government to put operationalize the national government's education "Accelerated Learning Programme" to help these girl domestic labourers catch up with their schooling. The organization also obtained financial support from the government to run supplementary courses to support the school retention of these girls.



## *Niger*

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In the mines in Komabangou, children below the age of 18 were engaged in gold mining and activities that occur around the mines, such as selling food, selling and taking drugs and prostitution. The Organization for the Prevention of Child Labour in Niger carried out a programme to withdraw the child miners from hazardous work and support their return to formal education or, for the older children, turning to safer work. The organization also solicited extensive government support to build a school, carry out other programme activities and in taking over responsibility for the programme when the ILO-IPEC funding ended.

## *Peru*

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The NGO implementing the action programme carried out activities for families in the Santa Filomena mining community. The project was linked to various education and other local programmes, development committees, municipalities and the Ministry of Health which provided a medical post for the area. The strategy was also to engage the local authorities to put in place a school health insurance policy so that children going to school would also receive health care.

## *Tanzania*

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The TASWA programme was designed to train social workers in four municipalities (Arusha, Tanga, Morogoro and Mbeya) on child labour issues and action. The selected social workers would be responsible for implementing action plans in their own municipalities to withdraw children from domestic labour situations. TASWA also lobbied the government to exempt the children in the programme from school fees.



## Impact of the practice

### *Innovation*

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Some of these programmes were deliberately designed to leverage existing national education policies and programmes by making municipal governments put these policies into action at their level. In Colombia, this was done through the “Accelerated Learning Programme” and through the “school insurance policy” in Peru. Programme efforts focused on identifying target children, convincing their parents to enrol them, providing supplementary courses, organizing textbook lending schemes, reducing the need for child labour in the work place, improving the livelihood of the families, and so on.

In Colombia, the programme also used community volunteers for specific education support tasks, thus mobilizing and utilizing local resources on one hand, and ensuring the commitment of the local community to the education of their children on the other. In Niger and Tanzania, as there was no specific government policy in place, the implementing agencies also lobbied the local authorities to engage them as much as possible in the provision of education opportunities for the target children.

### *Effectiveness*

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In Colombia, the total beneficiary group of girls under the age of 14 was estimated at 100, as well as over 80 adolescents aged between 14 and 17. In Niger, 100 children (35 per cent girls) were withdrawn from gold mining, among which 70 (aged between 7 to 10) were enrolled in a school built near the mine. The school was managed by the implementing agency and school materials were also provided. The parents of the children also benefited from improved working conditions, lowering work-related accidents and health problems. In Peru, 300 children remained in school following the programme and no longer worked in the mining sector. The programme also made a decisive contribution through the campaign for timely enrolment at the beginning of the school year. In Tanzania, the programme withdrew 243 children and placed them in primary school or vocational training. All children were still in school or training after the end of the programme.



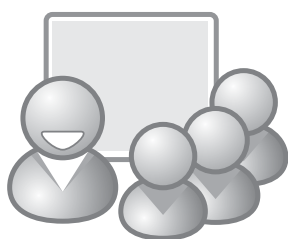
## ***Sustainability***

The level of state involvement was a key factor to programme sustainability, whether by providing additional social services to encourage education or directly assuming the full cost of education. In Colombia and Peru, the implementing agencies confined their role to one of mediator whose main goal was encouraging local actors and the government to take full responsibility for the provision of educational opportunities to children in the target groups, to implement key programme activities and take responsibility for their financing, and getting community members themselves to be involved in the programme. In Peru, the social service element of the project aimed to reinforce the community's health centre programme and activities, facilitating the transfer of responsibility to build sustainability.

In Niger, school inspectorates were responsible for following up the retention of the children at school. The Department of Education guaranteed the continuation of the school built on the mining site, including the availability of teachers and education materials. The participatory approach involving a wide range of local stakeholders also ensured that they would assume full responsibility of the programme in the future. A follow-up committee was set up to ensure that the older children and their families obtained a donkey and cart as part of their income-generating activities.

## ***Replicability***

This strategy has proved effective in Latin America and Africa.



**Enabling environment  
for the practice**

## ***Existing education policy and infrastructure***

In Colombia, education administration is decentralized to the municipalities. The Ministry of Education set out general education policy guidelines which were adapted and executed at municipal level. In addition, the decentralized structure also favours the implementation of action programmes at local or municipal levels, avoiding the need for agreements at the more complex central level.

In the programme in Niger, the construction of a school on the mining site was vital as the pre-programme study revealed that a lot of the children came to the mines through migration with their parents and the fact that there was no school in the area was one of the major obstacles for sending children to school in the first place.

## ***Government negotiations***

In Tanzania, the experience, sensitivity and counselling skills of the professional association of social workers were crucial in efforts to combat child labour. Their experience in negotiating with the government helped in organizing educational opportunities and social assistance for child domestic labourers.

## ***Teacher participation***

In Colombia and Peru, teachers' participation was to a great extent dependent on professional benefits. This revealed the low level of awareness of child labour within the teaching profession. In addition, it also alerted those implementing action programmes to the need to improve their knowledge and understanding of the social actors participating in those programmes - how they think and what they need - as a starting point in winning them over as partners.

## ***Cultural change***

In Colombia and Peru, a major challenge to be overcome was the fact that many parents considered children's games or taking part in arts-related subjects as a waste of time. Some saw their children only as a means to generate more income. In such cases, working directly with the family was a core element of the programme and implementing agencies concluded that more sustained work with the parents was critical in helping them to understand the importance of play-related activities in supporting the healthy development of their children.

In Niger, a lot of work was done to raise awareness among employers of children and parents of the importance of education, the hazards children face in work places and the consequences of these. As a result, whenever the managers visited the mine sites and met the miners, they would remind them of the hazards of child labour and children's rights. The on-site security forces, as representatives of public order, also played a crucial role in ensuring the respect of the children's rights in the mine sites.

## ***Viable livelihood alternatives for families***

In Niger, providing viable alternative economic opportunities to poor families was an important aspect of the programme to create a substitute to the income brought

in by children's work and thereby enable the children to go to school. Older children (11 to 17-years-old) and their families were given credit to buy their own "charette asine" (a donkey-drawn cart) with which they could transport and sell barrels of water - a scarce and precious resource on the mining site.

The programme also led to the regional authorities improving the security measures. Gold bearing activities were relocated away from the miners' residential area to reduce health and safety hazards caused by pollution and collapsing mine shafts. Improving the living conditions of the miners' families was crucial as the population density and air pollution were causing serious health problems, including pneumonia and transmission of HIV/AIDs and other sexually transmitted diseases. These social characteristics underpinned the elaboration of an awareness-raising campaign on the danger of sexual promiscuity, HIV/AIDS and STDs.

### ***Reduced demand for child labour in mining***

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In Peru, children are used in the mines because of their small stature and their ability therefore to enter a mine gallery through a small shaft to dig and carry out the minerals on their shoulders. In order to eliminate the need to use children or adults in this process, the project installed a mechanized system (hoist) to raise the mined material to the surface. This simple, low cost technology improved the conditions of work for adult miners and spurred their commitment to eliminating child labour.



## **Implementation of the practice**

### ***Colombia***

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The Accelerated Learning Programme is a national Ministry of Education programme designed to enable children who are behind in their schooling to catch up through a process of extra-curricular education until they are able to return to the appropriate level in formal education. The programme is used when children leave/drop out of school, sometimes for a short period or even up to several years. The implementing NGO worked closely with the state authorities and, through a census carried out in the 7th, 8th and 9th districts of Bucaramanga, identified a segment group of girls who had been out of school for two or three years, which was

why they could not be admitted directly into formal school. The girls' parents were encouraged to allow them to attend school in the knowledge that within a year, through the Accelerated Learning Programme, they would catch up with three years of missed schooling.

The municipality also lent textbooks to the students that they could take to work with. These books were returned at the end of the school year so that other children could use them. Recycling the schoolbooks in this way brought down the cost of education and also instils a sense of responsibility and solidarity within the children as they must take care of their books so that other children can use them in the future. The municipal authorities also granted additional food supplements for the children in school.

The NGO organized additional courses also financed by the state through the "Caja de Compensación Nacional". By ensuring the children were studying after school, these additional courses prevented them from combining study with work. The courses consisted of workshops on art, dance, sports, development of values, all with a heavy emphasis of improving self-esteem, and took place during the school week after school ended in the afternoon. During the pilot project, the classes were held in the offices of the implementing agency. However, in future the catch-up classes would be held in state school buildings, even for groups that have dropped out of school.

### ***Niger***

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One of the main reasons why children from the mine site in Komabangou did not go to school was because there was no school nearby. Therefore, the implementing agency NGP worked closely with the local authorities to have a school built and children from 7 to 10-years-old were enrolled for basic education. The local authorities responsible for education and literacy helped in the provision of literacy training and school enrolment. The Ministry of Mining and Energy facilitated the technical aspects of the programme, including construction of the school on the project site. The administration of the Tallabéri region ("prefecture") facilitated the administrative procedures and provided information in this regard. The Ministry of Labour also supported the programme and the Office of Saving and Credits (CPEC), TAIMOKO, assisted in managing credits given to the older children and their families.

School inspectorates were responsible for following up the retention of the children in school. The Department of Education also guaranteed the continuation of the on-site school after completion of the action programme, including providing teachers and education materials. The participatory approach involving a wide range of

local stakeholders also engaged their commitment in taking over of the responsibility of ensuring the sustainability of the programme in the long-term.

### *Peru*

The NGO CooperAcción worked with the local public health authorities to provide free school insurance to the target group - a fundamental right of all students in Peru - so that those attending school would enjoy the additional benefit of free healthcare. CooperAcción confined its involvement to acting as intermediary with the state institutions responsible for providing such services. Providing additional services through the school meant that the opportunity cost calculation (which affected parents' decisions in whether their child would work or go to school) leaned in favour of attending school, particularly as the children would receive free health care. In order to overcome the possibility that many children would go to work during the school vacation periods, CooperAcción organized programmes for the children, including leisure and creative workshops.

### *Tanzania*

The social workers' association, TASWA, lobbied the municipal authorities to cover the costs of education for children withdrawn from domestic work through the LO-IPEC action programme. Subsequently, all municipalities undertook to exempt those children withdrawn by TASWA from paying school fees. However, the challenge of how to cover the additional costs of education still remained an obstacle. In order to overcome this, in Arusha, an education support fund, based on private

voluntary contributions, was initiated by the District Commissioner. In Tanga, the municipal authorities linked up parent/guardians of withdrawn children to a micro-credit scheme run by the NGO PRIDE-Africa.

The social workers identified children in their respective municipalities through outreach work in public places, such as water collection points. No attempts were made to identify children in their work places. Prior to actually withdrawing the children and placing them in education, a number of counselling sessions were conducted with the children to establish their needs and expectations. These sessions were also conducted in public places. In addition, no attempts were made to involve employers, because it was felt that their involvement and presence would intimidate the children. These children were also provided with school uniforms and books directly by TASWA.



For more information

### *Web-based documents*

#### **Peru**

- CooperAcción - [www.cooperaccion.org.pe](http://www.cooperaccion.org.pe)



R. Buettner



### ***Other documents***

#### **Colombia and Peru**

“Thematic review of IPEC’s action programmes in Peru and Colombia on skills training, formal and non-formal education”, Walter Alarcón Glasinovich, ILO-IPEC, Lima, Peru, July 2003

#### **Colombia**

- “Mid-term evaluation of Prevention and elimination of child domestic labour in third-party households in South America - Brazil, Colombia, Peru and Paraguay”, ILO-IPEC, Final Report Volume 1, Final Version, December 2002
- Project document and progress reports of the project “Prevención y eliminación del trabajo infantil doméstico en Sudamérica”

#### **Niger**

- “Programme national pour l’abolition du travail des enfants au Niger - Evaluation à mi-parcours”, Ibrahim Balla Souley and Vera Paquete-Perdigão, ILO-IPEC, March 2003

- “Des bonnes pratiques en matière d’éducation et de formation dans le combat contre le travail des enfants - Formulaire standard pour faciliter une synthèse mondiale du programme d’action sur le retrait des enfants orphelins des mines du Niger et amélioration des conditions de vie”, Ibrahim Balla Souley, ILO-IPEC, Niger

#### **Peru**

- “Final Evaluation of the programme to prevent and progressively eliminate child labour in small-scale traditional mining in South America”, Independent Evaluation Team, May 2003
- Project document and various progress reports of the “Programme to prevent and progressively eliminate child labour in small-scale traditional mining in South America”

#### **Tanzania**

- “Thematic evaluation on child domestic workers”, Sheena Crawford and Birgitte Poulsen, ILO-IPEC, 2001

# Education Task Forces on Child Labour



## Context

The concept of establishing an Education Task Force (ETF) was first initiated in Peru and the Philippines by ILO-IPEC during a social mobilization project on the elimination of child labour through the promotion of education. The project targeted in particular teachers and educators. The aim of the ETF was to strengthen national policy on education, advocate for increased resources for basic education, help harmonize legislation on child labour and education and build alliances and commitment to implement national policies which ensure universal quality education with special attention to children at risk.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of two programmes in different countries around the world that have been implemented by ILO-IPEC offices themselves. The titles of the programmes are as follows:

- “Mobilizing teachers, educators and their organizations in combating child labour in the Philippines”.
- “APEC Awareness-raising campaign: Eliminating the worst forms of child labour and providing educational opportunities”.



## Brief description of the practice

Building on the success of the strategy to establish ETFs, ILO-IPEC included this element in an interregional awareness-raising campaign under the auspices of the Asia-Pacific Economic Cooperation (APEC) on child

labour and education. Through this project, Task Forces were formed in Mexico, Thailand and Vietnam. Key actors in these Task Forces include:

- education authorities, from the Ministry of Education to school principals;
- teacher training colleges and other higher education institutions;
- teachers’ organizations;
- relevant government ministries, such as Labour and Social Welfare;
- workers’ and employers’ organizations;
- NGOs active in the field of education and child labour;
- UNESCO and UNICEF at the national level;
- the World Bank and regional development banks;
- bilateral donors supporting programmes in the field of basic education and child labour;
- local networks of the UN Girls’ Education Initiative (UNGEI) and Education For All (EFA);
- local networks of the Global Campaign for Education (GCE) and the Global March Against Child Labour.

Drawing on and coordinating the varied experience and expertise that these organizations and others in the field can offer was crucial in helping ILO-IPEC achieve its aims and objectives.



## Impact of the practice

### *Innovation*

This is an innovative strategy to create and sustain a group of “champions to the cause” of education in eliminating and preventing child labour at the upstream policy level. It succeeded in bringing together teachers’ organizations, government agencies and NGOs, some of which have emerged as a major force in the elimination of child labour. It has also provided a forum for cooperation and exchange of ideas between education officials, the social partners and the NGO community. The governments in the project countries also showed a willingness to accept programme and policy recommendations on teacher-lead projects, as well as NGO experiences. In the Philippines, the Task Force went one step further to promote the idea of combating child labour through education nationwide but at the local level. In this respect, it

initiated a local process in demanding free quality education in order to eliminate child labour and mobilized local authorities and other stakeholders and resources.

### ***Effectiveness***

The ETF proved to be an effective mechanism to increase awareness and capacity of key stakeholders, including relevant authorities, politicians, the media, NGOs, local governments, and others. It was particularly effective at national level, but also experienced some impact at local level as in the case of the Philippines. It became a platform to mobilize organisations and people with the same interests, offering a forum for reflection on the issues of child labour and education and discussing solutions. It also enabled these like-minded groups to share experiences, develop innovative action programmes and experiment with different methods of social mobilization to suit different country contexts and levels of knowledge on the issue of child labour.

In the Philippines, the ETF formulated the “Education Agenda for Working Children, Teacher Training and Curricular Approaches”. It focused on human resources, education materials, education systems, monitoring and evaluation, as well as policy, advocacy and networking. The Department of Education and the Bureau of Elementary Education integrated social justice components in

secondary education, produced a practical guide for ‘care-teachers’ on how to prepare an alternative curriculum for marginalized children and also produced a guide for programme planners and implementers of education programmes for working children. The Local Technical Education and Skills Development Authority provided teachers with much needed equipment, tools and machinery. It also carried out the requested vocational and technical skills training, including entrepreneurship and facilitation skills, and this was done free of charge to facilitate access to alternative education for child workers and their families. The Department of Education, Culture and Sports (DECS) produced child labour modules drawing upon experiences of NGO stakeholders.

At the local level, ETFs were created in four regional centres: Region VIII (Tacloban-Ormoc-Samar and Leyte Provinces) which comprised 25 organizations; Region VI (Iloilo- City and Province) which comprised 30 organizations; Region V (Camarines Norte/ Camarines Sur) which comprised 28 organizations; and, Region XI (Davao City and Davao Province) which comprised 19 organizations. Creating local and regional task forces also helped strengthen the national ETF, promoted alliances and advocacy at the local level, mobilized local resources and facilitated children’s participation, especially of child workers. The local task forces actively participated in local and national action against child labour and were also part of the network that drafted the “Educational Time-Bound Agenda”. They also led the APEC awareness-raising campaign, bringing the message about child labour and education to a large number of child labour-affected communities and families through various communications channels, including through five radio stations in the Visayas, as well as printed materials in local dialects.

In Peru, the ETF provided a national platform where key stakeholders in child labour and education issues were able to meet up for the first time to see how education could be most effectively promoted and used as a means of combating child labour. The Task Force launched a nationwide campaign in 2002 about the dangers of child labour and the importance of education. Workshops were organized for journalists and media workers, as well as public relations advisors to politicians. The campaign also included the launch of a CD featuring 30 popular Peruvian singers. During the APEC campaign, the ETF collaborated with radio networks to broadcast the CD more widely and to develop radio programmes using the CD.

In Thailand, forming the ETF helped in bringing together high-level tripartite officials to discuss the issues of child labour and education. The Task Force was successful in facilitating policy dialogue between key ministries and high ranking officials, including:





- the Deputy Minister of Education who expressed her strong support for the APEC project;
- the Permanent Secretary of Education who has been working with rural teachers, parents and communities;
- the Permanent Secretary of the Bangkok Metropolitan Administration (BMA) who stressed the role of BMA teachers in working with urban children at risk;
- the Advisor to the Minister of Labour who has focused attention on children in the worst forms of child labour; and,
- the Advisor to the Prime Minister on Women's and Children's Welfare who has been working to assist girls at risk in Northern Thailand.

In Vietnam, the APEC project was the first ILO-IPEC activity implemented in this country. During a post-project conference to share experiences, participants pointed out that for Vietnam, where child labour was a new and sensitive issue, the establishment of the ETF was a significant achievement. The EFT organized a conference entitled "Education: An effective measure in preventing and eliminating of child labour". Among participants were representatives from relevant basic education, skills development and Labour Ministry programmes, international and national agencies and NGOs, journalists and donors. The Task Force has received close attention from government officials and ministries, which was evidenced from their participation in the conference and their involvement in the ILO-IPEC programme and in designing the awareness-raising campaign.

The ETF used television as a means of raising awareness which meant that the campaign message reached millions of people. Information, education and communications materials, including posters, flipcharts and leaflets, were specially designed by the ETF and distributed extensively. The Task Force also worked closely with the existing ILO-IPEC National Project Steering Committee which enabled the members of the Committee to become more aware of their roles and responsibilities and also the ILO-IPEC working procedures.

### **Relevance**

The EFTs supported and promoted the importance of education in combating child labour. As the Task Forces were also planning and implementing the APEC awareness campaign, this experience contributed significantly in enhancing the knowledge of the participating stakeholders.

### **Sustainability**

In countries where Task Forces had been in place for a longer time, such as Peru and the Philippines, the stakeholders have been extremely proactive which has enhanced the potential sustainability of the ETF and its activities. This was particularly true in the Philippines where the ETF's vitality and support was evidenced by its expansion at the local level. Nevertheless, the success in forming national alliances around the issue of child labour is an important first stage in its elimination and prevention, especially for countries where the Task Forces were more recent. It is clear that consolidating these Task Forces would require continuous efforts. In this respect, civil society has a significant role to play in maintaining pressure on government to keep it motivated to participate actively in ETF-related meetings and programmes.

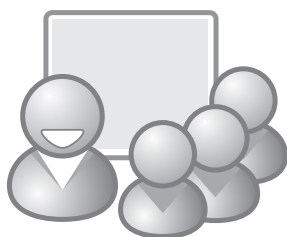
In Thailand, the ETF began to function more like a sub-committee of the National Steering Committee on Child Labour and it could be convened as necessary. However, one weakness in its structure was that there was not one specific body or institution appointed to play the leading role or take full responsibility. In Vietnam, the ETF ceased to function after the project ended. However, some of the former members of the Task Force are still actively engaged in the ILO-IPEC Country Programme through various action programmes. Both the APEC project and the ILO-IPEC Country Programme in Vietnam are under the guidance of the same structure, namely the NPSC. Some of the former ETF members were also members of the NPSC and it was important to maintain interest of the former EFT members to maximise their influence within the NPSC regarding child labour and education.

### **Replicability**

The Task Forces undergo a process that is unique to their local culture, economy and politics. They were established in each country through mapping of concerned organizations and stakeholders, planning workshops, consultative meetings and regular dialogue to reach consensus on the design and framework of the APEC campaign.

During the campaign, all of the Task Forces documented their experiences and generated valuable experience for future replication of this strategy elsewhere. In the Philippines, they also documented their experience and lessons learned in a capacity-building publication entitled "Organizing a Task Force: A Practical Guide". The next phase of the project therefore aims to replicate local and regional Task Forces in other areas of the country.





## Enabling environment for the practice

### ***Level of understanding of child labour and education***

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In Peru and the Philippines, the setting up and expansion of the ETF benefited from the experience of previous education projects against child labour.

The extensive experience of the ILO-IPEC programme in Thailand meant that there was already an existing network of interested, like-minded organizations from which potential members of the ETF could be drawn, including various implementing agencies, employers' and workers' organizations and members of the National Steering Committee on Child Labour.

### ***Sufficient time for preparation***

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While the alliance building process proved to be a successful approach, the time allocated to facilitate this process was underestimated. Replications of similar initiatives are advised to allocate sufficient time for preparatory work.

### ***National education policy***

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The national policy agenda and structure play a significant role in deciding whether the creation of a specific education task force concentrating on child labour would be appropriate and accepted by all stakeholders. For example, in the case of Indonesia, it was agreed at national level that anything related to education initiatives should be placed under the responsibility of the Education For All (EFA) national team. It is this mechanism that will be used for the ILO-IPEC TBP in Indonesia and any potential second phase of APEC project. Therefore, no specific Education Task Force was established in this country.



B. Jenkins

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## Implementation of the practice

There was no one single format for forming an Education Task Force. Its composition, creation and work focus varied from one country to another.

In Peru, the EFT included representatives from principal stakeholders, including government, teachers' organizations, NGOs, street education programmes and UN agencies. ILO-IPEC's implementing agency, Proceso Social, formed a broad alliance of representatives involved in politics and media. The alliance partners received training on child labour issues and helped in identifying gaps and alternative strategies to deal with the child labour phenomenon. Within the framework of the APEC awareness-raising project, the ETF broadened its membership to include the local APEC representative from the Ministry of Labour and Social Promotion and the media. The latter focused on working with and through celebrities and political advisors, for example, using radio networks to reach non-literate communities where child labour was prevalent.

In the Philippines, the Task Force started out as a loose-knit group of NGOs whose education initiatives were funded by ILO-IPEC. In another ILO-IPEC funded programme to fight child labour through education and training, the Bureau of Elementary Education/Department of Education, Culture and Sports (BEE-DECS), the National Alliance of Teachers and Office Workers (NATOW) and the Alliance of Concerned Teachers (ACT) formed a Programme Management Team (PMT). Their entry into the membership of the ETF caused the group to rethink the programme direction, and resulted in a move towards policy reform, including the formulation of a child-labour specific education agenda as a contribution to the EFA education reform agenda.

During the APEC campaign, the ETF focused on strengthening its structure by establishing local task forces in selected regions of the country. The mission of these regional task forces was to reinforce the EFT's efforts and impact at the local level, especially in child labour-affected communities, motivating them to take action. Advocacy and awareness materials were developed, including a teachers' kit and a video entitled "Invisible children: A closer look at child labour". Using these materials and through community-based workshops, the ETF members tried to direct the attention of local organizations towards the interrelated issues of child labour and education, enhance their capacity to raise awareness at the local level and advocate for the mobilization of local resources. Local organizations included NGOs, government, the social partners and the



media. These local ETF partners were trained on awareness-raising and advocacy for resource mobilization for child labourers.

Issues on the ETF's agenda included:

- integrating life skills and child rights into curricula;
- the institutionalisation of effective alternative learning methodologies appropriate for child labourers;
- free and good quality basic education;
- the provision of incentives for teachers engaged in education and advocacy against worst forms of child labour;
- mobilizing local officials to meet the local education needs of children;
- the continued expansion of the membership and coverage of the ETF; and,
- the establishment of child labour monitoring systems in each district.

In Thailand and Vietnam, ETFs were set up during the APEC campaign. The Task Force in each project country not only planned and implemented the APEC campaign, but they also continued to serve as a national platform to sustain action against child labour through education.

In Thailand, a national planning workshop and high level consultative meeting were organized for key partners,

including the Ministry of Labour and Social Welfare, the Ministry of Education, the Ministry of the Interior, teachers' organizations, trade unions, NGOs, the National Youth Bureau, the National Institute of Development Administration, media organizations and corporations. The objective was to elaborate a declaration of national commitment to fight child labour and acknowledge the importance of education in achieving this goal. As a result, the ETF became the main driving force for other components of the APEC awareness-raising campaign.

The main focus of the Task Force was on raising awareness of high-level individuals, including key government officials and social partners. A conference was organized to formulate policy recommendations on how best to promote education as a means of eliminating child labour. Policy dialogue with key ministers and high ranking officials was also conducted, including the Deputy Minister of Education and the Advisor to the Prime Minister on Women's and Children's Welfare. A one-day national seminar was also held at the National Institute of Development Administration, which brought together 250 participants from ministries and government organizations, teachers, workers, employers, students, local leaders and the media. The programme featured public information on educational opportunities and its link to the world of "decent" work.

In Vietnam, the ETF comprised members from the Ministry of Education and Training; the National Institution for Educational Science; the National Institution for Educational Development (these two latter bodies were subsequently merged to form the National Institute for Educational Strategies and Curricula, which was part of the Ministry of Education and Training); the Committee for Population, Family and Children; the Ministry of Labour, Invalids and Social Affairs; and, the Vietnam Women's Union. All the members were government institutions and met several times to work on the project.

As regards Mexico, although no specific Education Task Force was set up, a similar national alliance was created during the APEC campaign. A consultative committee was established to create the alliances necessary to develop the APEC awareness-raising activities. The committee developed the campaign's plan of action and identified possible government and non-government allies. The included representatives from ILO-IPEC Mexico, the Mexican Employers' Federation (COPARMEX), the Mexican Workers' Federation (CTM) and the Under-Secretariat of Labour of Mexico City.



For more information

### ***Other documents***

#### **The Philippines**

- "Action Against Child Labour through Education and Training"
- "Integrated programme for building partnerships and capacity against child labour (PPC)", Norwegian-ILO Technical Cooperation Programme, December 1998
- "Education agenda on child labour in the Philippines", Manila, Philippines, Revised version, 18 September 2001
- Brief on Norway Project - Philippines, internal files
- Final project evaluation report "Action against child labour through education and training", ILO-Government of Norway, May 2003

- "Thematic review: ILO-IPEC skills training, formal and non-formal education activities in the Philippines", Divina M. Edralin, June 2003

#### **All countries**

- Project brief and various project progress reports on "APEC Awareness-raising campaign: Eliminating worst forms of child labour and providing educational opportunities", ILO-IPEC, 2002 to 2003
- "APEC Awareness-raising campaign: Eliminating worst forms of child labour and providing educational opportunities", Summary notes and discussions from the "Regional workshop to share experiences and lessons learned", 17-19 November 2003, Makati City, the Philippines
- Internal independent desk review evaluation of the project "APEC Awareness-raising campaign: Eliminating the worst forms of child labour and providing educational opportunities", Draft 1, January 2004



K. King Cutcher



Curricula Development and  
Extracurricular Support

# Mainstreaming Child Labour Issues into School Curricula

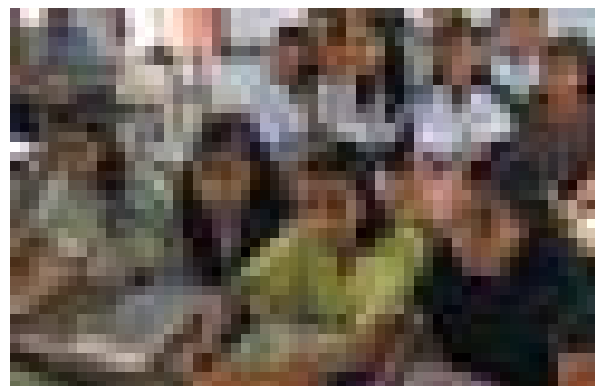


## Context

Mainstreaming child labour issues into school curricula, especially primary curricula, has proved to be a very effective and sustainable strategy to raise awareness for the prevention of child labour. ILO-IPEC has had experience of this approach with various local and/or national education authorities in various countries. The strategy usually involved designing and testing the curriculum itself, related teaching materials and teacher training materials and ensuring that teachers acquired the necessary skills and training to implement the new curriculum.

Interviews with children who have left the education system to enter the labour market have revealed that one of the strongest “push” factors is the attitude of teachers towards them. It is a significant ingredient of social exclusion, as children are vulnerable at school and the power relationship between pupils and teachers is weighted strongly in favour of the adults. It is important, therefore, to pay special attention to adapting the existing content and methodologies of pre- and in-service teacher training. Project experience has shown that such training should include a strong element of understanding child labour, the role of the education system and how discriminatory attitudes will increase drop-out rates and lead to entrenched problems of child labour. Understanding and awareness of these issues should not be for teachers alone but should permeate the education system and reach all levels of authority, including Ministries of Education.

Some projects have assisted in developing modules on social justice, including children’s rights and child labour, for incorporation in curricula at all levels of the education system. This is particularly useful in preventing child labour and encouraging children to stay in school. Other projects have worked with Ministries of Education and curriculum developers to ensure the relevance of curricula to working children and children at risk. An example of this is the inclusion of life skills components at primary level aimed at enhancing children’s personal and social development or the teaching of pre-vocational skills that may be required in the local labour market so that children can already begin to think about what they might like to do when they leave school



A. Manninen

or to choose from various skills training programmes available at the next stage. These two aspects are particularly important in influencing parents’ attitude towards sending their children to school.

There are also programmes that focus on school planning in order to accommodate the demands made on children working in rural areas, who may be affected by harvesting seasons. Education authorities and systems have to be more responsive to the situations of working children if there is to be any significant impact on the incidence of child labour through education interventions. The issue of curriculum development also needs to be integrated into the area of capacity-building, particularly as regards the training of curriculum developers and planners.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of five action programmes in five countries: Kenya, Mali, Nepal, Thailand and Ukraine. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Action against child labour through education and training”, implemented by the Kenya Institute of Education (KIE), Kenya, and the Faculty of Education (FOE) and the Central Department of Population Studies (CDPS) of the Tribhuvan University, Nepal.
- “Elaboration de leçons modèles sur la prévention et la sensibilisation du travail des enfants à l’intention des

élèves de l'école fondamentale", implemented by the Syndicat National de l'Education et de la Culture (SNEC), Mali.

- "Enhancing the role of rural teachers in preventing child labour in four north-eastern provinces of Thailand", implemented by the National Primary Education Commission (ONPEC), Ministry of Education, Thailand.
- "Teaching and training materials for working children reviewed, tested and adopted to improve the quality of education in various institutions catering to the specific needs of working children and their families", implemented by the Ukrainian Research Methodical Centre of Practical Psychology and Social Work, Ministry of Education and Science (MES), Ukraine.



## Brief description of the practice

### *Kenya*

The Kenya Institute of Education (KIE) mainstreamed child labour messages into the primary school curriculum and introduced active and participatory teaching and learning methods in primary schools to sensitize teachers, education officials and students on child labour and rights of the child.

### *Mali*

A series of model class lessons about child labour issues were developed and tested by the pedagogical commission of the National Trade Union of Education and Culture (SNEC). Initially, the lessons were tested with a pilot group, including teachers and children. Subsequently, it was planned to integrate the lessons formally into the teaching schedule of primary schools throughout the country.

### *Nepal*

ILO-IPEC worked with National Centre for Educational Development (NCED), Tribhuvan University, and the Central Department of Population Studies (CDPS) to integrate a social justice curriculum into primary teacher training, as well as into secondary and university education.

### *Thailand*

The project initially included primary schools in the north-eastern provinces of Srisaket, Buriram, Ubonrachathani and Amnatcharoen. Working with appropriate teaching materials, teachers received training on the problems of victims of child prostitution and child labour, following which they systematically implemented school-based activities. What started out as awareness-raising activities resulted in the development of a child labour module being mainstreamed by the Ministry of Education into the primary school curriculum in provinces with high incidence of child labour and school dropout.

### *Ukraine*

The Ukrainian Research Methodical Centre of Practical Psychology and Social Work, which is part of the Ministry of Education and Science, adapted the school curriculum and teaching materials to include children's rights and child labour issues.



## Impact of the practice

### *Innovation*

Child labour is not given high priority in some countries, because it is considered as one of many existing and ongoing social problems. However, looking at the problem from the perspective of promoting social justice in Nepal - an issue which concerns all of society - was an innovative way in which to communicate child labour issues to a broader constituency. Treating child labour-related issues as an academic subject required a multi-disciplinary approach which gave it greater potential in terms of attracting wide academic interest.

In Mali, the designing of model lessons on child labour was a way to create innovative teaching materials to raise awareness of child labour. The process also involved teachers, students and schools in efforts to combat child labour. Teachers who participated in initial training organised further workshops in their own schools. They also accompanied students who had worked with the model lessons and who were able to deliver training to others, including in other primary schools, community centres, at public educational events, and so on.



The experience in north-eastern Thailand showcased how successful school-based child labour campaigns can convince national education authorities to mainstream child labour issues into the national curriculum.

### ***Effectiveness***

In Kenya, the teaching and training materials were designed to be integrated into subjects currently taught in primary schools and gave suggestions to teachers on how to infuse the message about child rights and child labour into those classes. The objective was to contribute to increased awareness about such issues as legal provisions contained in the various legislation, benefits of children going to school and the dangers of child labour.

In Mali, although the 20 model lessons were initially disseminated in only 50 primary schools in the project district and reached about 5,000 students, the National Director of Primary Education subsequently issued a communiqué instructing educational institutes throughout the country to officially integrate the model lessons into the teaching schedule.

In Nepal, the programme activities resulted in widespread sensitization of teachers on child labour, child rights and gender equality. Students were educated on

the hazards of child labour and resource units were established at universities leading to more sustained awareness. Part of the outcome of the project was the creation of a Bachelor and Master of Education programme on social justice at the Tribhuvan University and many dissertations have been completed within this course including reference to child labour indicating a high degree of both awareness and interest. Many of the higher education students in Nepal are the future policy and decision makers of the country and this action programme could therefore have significant long-term impact.

In Thailand, the initial programme campaign reached over 80 schools in the north eastern provinces and not less than 160 teachers and 12,000 students in the 6th and 7th grades. Exhibitions organized by these schools were viewed by over 16,000 people. The Ministry of Education subsequently developed a child labour curriculum to be integrated into the national primary curriculum based on the north-eastern province model.

In Ukraine, the programme produced various teaching and training materials about psycho-physiological needs of children, the negative impact of employment at an early age and the value of education and vocational training. These materials assisted professional staff in the pilot locations in addressing the issue regarding the



K. King Cutcher

prevention of the worst forms of child labour through the provision of rehabilitation services for the targeted children. In addition, innovative vocational training programmes for four professions were developed and piloted in three selected regions. The programmes were based on a modular approach to facilitate their replicability and 40 trainers from state technical schools were instructed in delivering them. An education strategy on the prevention and elimination of illicit forms of child labour in the Ukraine was approved and has been implemented in the secondary education system since the 2003-2004 academic year. Child labour issues were also incorporated into the national curricula of 12 state school subjects.

### ***Relevance***

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The strategy of this consolidated good practice has been proven to be an effective tool for the prevention of child labour as, by integrating the related issues into curricula and teachers training, more and more teachers will acquire relevant knowledge and pedagogical techniques within their pre-service or in-service training and the message will eventually reach most school children.

In the case of Nepal, even though child labour issues were not individually integrated into the curriculum, the “social justice” curriculum approach was well received and proven to be effective in implicitly presenting and discussing child labour-related issues through concepts around broader social justice issues, such as poverty, equality of education opportunities, and so on.

### ***Sustainability***

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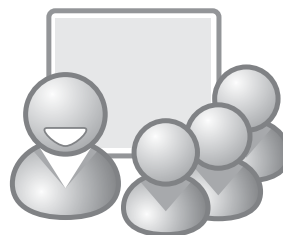
Mainstreaming of child labour issues and messages in the national curriculum helps in ensuring that the government takes over the responsibility of raising awareness among teachers, children and adolescents on a long-term basis. By adapting the primary curriculum as a starting point, this helped in ensuring that the children and young people most directly concerned were reached first. Mainstreaming the issue into the secondary curriculum as well, as was done in the Ukraine and Nepal, is a powerful indicator of government commitment towards the elimination of child labour.

### ***Replicability***

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Dealing with child labour issues within a curriculum requires a multi-disciplinary approach, using a wide range of entry points, such as sociology, anthropology, child development, psychology, world history, literature, and so on. This programme approach was replicated in the five countries which have contributed to the

development of this consolidated good practice, but has also subsequently been replicated on a broader global scale. For example, teachers in Cambodia visited Thailand to observe the work of the programme in Srisaket; the Kenyan programme was replicated in Tanzania; the Malian programme was a pioneer in francophone Africa and SNEC has planned further replication in other African countries in cooperation with Directors of Education.



## **Enabling environment for the practice**

### ***National ownership***

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Political will to make changes to national education policies and curricula was a prerequisite for this good practice to succeed. Nearly all the implementing agencies concerned were the national institution responsible for curriculum development or a leading university and this characteristic emphasized the impact of national ownership through the provision of training and various consultative processes. In Kenya, the KIE is the national centre for curriculum development and research, and this was key to the success of the programme. The KIE was able to act upon the opportunity presented by the government's decision to revise the national curriculum. In Nepal, it was the CDPS together with experts from the university who were responsible for designing the curriculum. In Ukraine, the Ministry of Education and Science itself was responsible for this task.

### ***Academic materials***

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For most of the project countries, child labour issues were mainstreamed mainly in primary school curricula for use in schools in areas where child labour was prevalent. Training and resource materials for teachers were vital aids to the revision of the curricula development. The scenario was similar for secondary education curricula as well. However, in the case of Nepal, the programme also involved mainstreaming these issues in higher education. To be effective in higher education, it was necessary to ensure the availability of sufficient academic reference materials to accommodate advanced research interests and support university professors pursue and supervise relevant research.



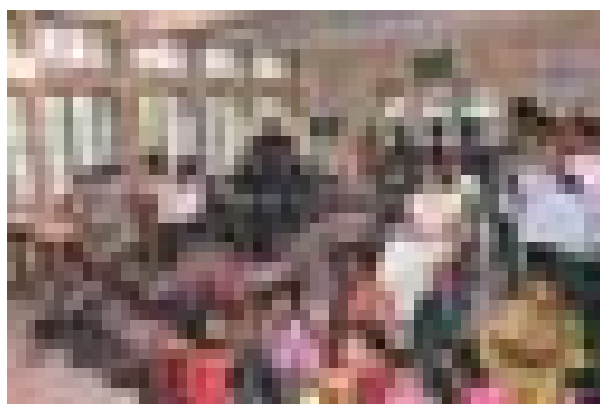
## Implementation of the practice

The mainstreaming of child labour issues into school curricula requires seamless integration into existing curricula and appropriate complementary teaching materials. Moreover, for the new curricula to be effectively implemented, teachers must possess adequate awareness and knowledge about child labour issues and the appropriate pedagogical techniques required in the classroom.

### **Kenya**

A training needs assessment of teachers working in selected primary, formal and non-formal education systems of government and non-governmental schools was carried out in 10 districts to determine the current knowledge and attitude of teachers, students and other stakeholders. Other standard processes for curriculum development were followed, for example, an analysis of existing curriculum, formulation of objectives, selection of content and learning activities, and so on. The work was carried out by KIE's curriculum specialists, inspectors of schools, teachers, university lecturers, teacher educators and representatives of other stakeholders.

Child labour issues were integrated into the official national primary curriculum to help improve students' knowledge and raise their awareness about the importance of education. Topics included: the rights of the child (relevant conventions and charters); the types, causes and consequences of child labour; laws relating to the child; strategies for eliminating child labour; quality, relevant and free education legislation; poverty



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alleviation; and gender responsiveness. The issues were integrated into existing school subjects, such as religious education, science, languages, mathematics, creative arts and social studies. The materials developed include curriculum design, syllabuses, students' textbooks, teachers' guides, charts and a radio programme.

In addition, KIE conducted in-service workshops for teachers and inspectors of education. The revised curriculum was implemented nationally in 2003. Teachers were instructed on the contents and methods of teaching using the new child labour curriculum for primary schools. Training materials were developed and training and sensitization sessions were conducted using the ILO-IPEC teaching resource "Child labour: An information kit for teachers, educators and their organizations".<sup>2</sup>

### **Mali**

The model lessons in this action programme were designed by primary school teachers for integration into all subjects taught in the primary curriculum, but specifically civic education which is taught once a week to inculcate citizenship among students. Each model lesson is based on a one-hour session comprising definition of the issues, scale of the problem, causes and consequences of child labour and action which can be taken to combat child labour, especially what students themselves can do in this regard. The lessons covered the four targeted groups of child labourers within the Malian national programme, including child scavengers, the informal sector, rural child labour and child domestic labour.

The pedagogical and technical integrity of the model lessons were tested by the pedagogical commission of SNEC which cooperated closely with the National Centre for Education. Thirty civic education teachers from 10 selected schools were trained in their use during a three-day training workshop and they, in turn, organized training for 50 students from their schools. Each of these students was then empowered to relay the messages to 50 other primary schools. The messages contained in the training were conveyed to students' parents during monthly school meetings.

### **Nepal**

The unique aspect of the programme in Nepal was the fact that it affected curricula development at primary, secondary and tertiary levels. At primary level, a training package was developed by the National Centre for Educational Development (NCED) and integrated into the primary school teacher training curriculum. For secondary schools, selected social justice issues were developed as

<sup>2</sup> This resource kit, revised and reprinted in 2004, is available online from the ILO-IPEC Information Resource Centre at [www.ilo.org/public/english/standards/ipecc/publ/index.htm](http://www.ilo.org/public/english/standards/ipecc/publ/index.htm).

“units of instruction” to be inserted into the existing curriculum and tested in 20 secondary schools. The Faculty of Education of Tribhuvan University developed a social justice curriculum for their Bachelor and Master of Education programmes. The students who chose social justice as an elective subject in their Bachelor programmes could therefore also have the opportunity to pursue these studies at the next level of Masters.

## ***Thailand***

In this programme, teachers were trained on child labour issues and related teaching materials were developed for classroom use. After the training, teachers worked with the methods suggested in the handbook and the variety of classroom materials to inform and teach children about the effects of child labour on health and safety and about existing laws applicable to them as students. Child labour corners or exhibits were set up inside the school, such as in the libraries. Children were also engaged in group discussions and were involved in various activities such as art, writing and quizzes on child labour issues.

Teaching child labour issues was integrated into the curriculum for regular school subjects, such as social studies, building life experience and counselling in the four project provinces. A school committee was set up, including school administrators, teachers and counsellors who facilitated the mainstreaming process. The north-eastern experience served as a prototype for the rest of the country. The Ministry of Education developed a child labour curriculum to be integrated into the national primary curriculum and particularly in the provinces where there was a high incidence of child labour and school dropout.

## ***Ukraine***

The contents of current curricula, teaching methodologies and materials were reviewed in terms of the specific needs of working children and their families with reference to a baseline survey conducted in four pilot districts (Donestska, Vinnitska, Khersonska and Kyivska oblasts) on (former) working children in urban and rural areas and those in prostitution. The revision took into account the specific psychosocial and psychological characteristics, level of knowledge and living circumstances of working children. Recommendations were then made on what modifications would be needed to better cater to the needs of the target group. Teaching and training materials were adapted accordingly. A three-day seminar was organized to discuss the results of the review and to develop the education strategy to be implemented.



K. King Cutcher

A group of Ministry of Education and Science (MES) staff was trained as the core expert team of trainers. They participated in a tailor-made one-day training course and were provided with appropriate training materials. A series of workshops was also conducted by the MES for pedagogical staff, school psychologists, social pedagogues and local education authorities in selected locations in the pilot districts. A two-day workshop was then organized for representatives of the MES, the Academy of Pedagogical Sciences and other project partners such as local educational institutions, NGOs, various ministries, and so on. Findings in the reviews and subsequent recommendations were discussed and validated during this workshop. On the basis of these, workshops were organized in the schools of the identified towns/villages for community leaders, volunteers, principals, teachers and parents on the specific needs of working children. Teaching and training materials, as well as awareness-raising materials, were developed and disseminated at these workshops.



## For more information

### *Other documents*

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#### **Kenya and Nepal**

- “Action against child labour through education and training - Final project evaluation”, Ms Tone Skaug, Ms Evy Buerud Pedersen and Mr Søren Swensen, ILO and the Government of Norway, May 2003
- Annual reports and various progress reports on the Integrated Programme for Building, ILO-IPEC

#### **Kenya**

- “Thematic review of ILO-IPEC education and skills training action programmes in Kenya”, Paul A. Ogula, Nairobi, August 2003
- “Partnerships and capacity against child labour”
- “District reports on in-service training of teachers on combating child labour through the primary school curriculum and teacher training”, KIE, January 2002
- “Teachers’ Handbook - Curriculum packages for combating child labour through the primary school curriculum and teacher training”, KIE, April 2001
- “Needs assessment survey reports on combating child labour through the primary school curriculum and teacher training”, KIE, October 2000

#### **Mali**

- “Des bonnes pratiques en matière d’éducation et de formation dans le combat contre le travail des enfants - Formulaire standard pour faciliter une synthèse mondiale du programme d’action sur l’élaboration de leçons modèles sur la prévention et la sensibilisation du travail des enfants à l’intention des élèves de l’école fondamentale”, Moulaye Hassan Tall, ILO-IPEC Mali, December 2003

#### **Thailand**

- “Action against child labour: Strategies in education - Country experiences in the mobilization of teachers, educators and their organizations in combating child labour”, ILO-IPEC Geneva, May 1999
- “Action programme brief: Enhancing the role of rural teachers in preventing child labour in four North-Eastern provinces”, ONPEC, ILO Sub-regional Office for East Asia, Bangkok, 2003
- Ex-post evaluations, Thailand, August 2003

#### **Ukraine**

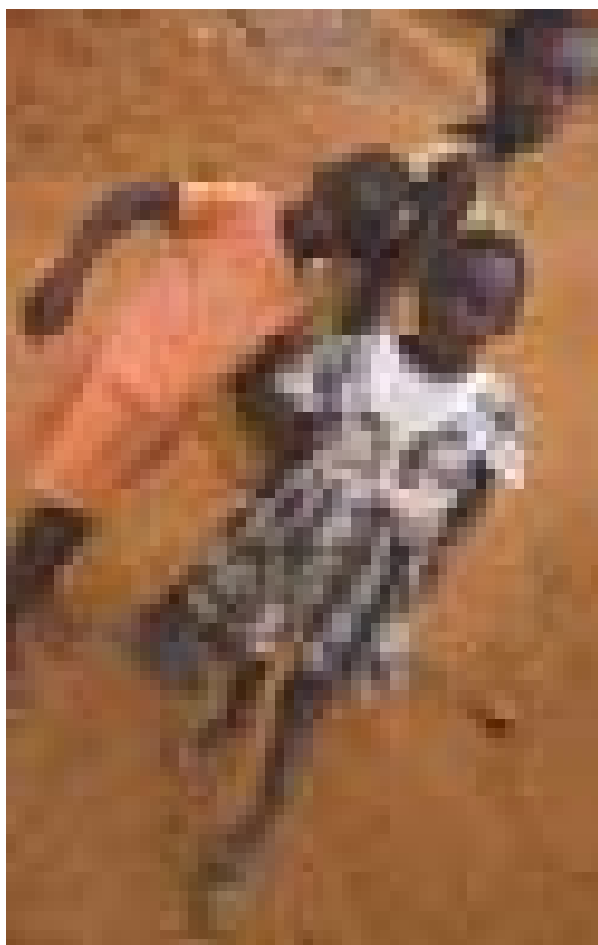
- “National programme on the prevention and elimination of worst forms of child labour in the Ukraine - Mid-term project evaluation”, Hans Posthumous Consultancy and AGE German Association of Development Consultants, First Draft, April 2003
- Various progress reports of the “National programme for the prevention and elimination of the worst forms of child labour in the Ukraine”
- “Summary programme outline - Teaching and training materials for working children reviewed, tested and adopted to improve the quality of education in various institutions catering to the specific needs of working children and their families”, Ukraine, April 2002

# Academic or Extracurricular Support Outside the Classroom



## Context

Experience has shown that providing basic literacy and numeric skills through non-formal education does not necessarily guarantee that children will be permanently withdrawn from work, which is why mainstreaming these children where possible into formal education systems is vital. There is a variety of preventive measures which can be used to combat child labour through basic formal education, including the provision of extracurricular and after-school activities that not only broaden the educational, sport and recreational opportunities of children, but also reinforce mechanisms designed to prevent children from working outside of school hours. This is particularly important to reach children who combine school and work and who inevitably struggle physically and mentally in the classroom.



K. King Cutcher

To raise the quality of education, there needs to be an improvement of facilities and equipment, training of more qualified teachers, reducing class sizes, improving and updating curricula and materials, advocating a learner-centred approach to education and ensuring an inclusive and participatory approach to education.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of seven action programmes in six countries: Brazil, Colombia, Costa Rica, Indonesia, Peru and Romania. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Capacitação de educadores e mobilização das famílias para a erradicação do trabalho infantil nas casas de farinha” and “Capacitação de agentes multiplicadores da jornada ampliada de 52 municípios 3 de 7 microrregiões do estado de Alagoas que compõem o projeto Alvorada (PETI), implemented by the Ministry of Labour and the Ministry of Social Assistance, Brazil.
- “Prevención y eliminación del trabajo infantil doméstico en hogares de terceros en las comunas 7, 8 y 9 de la ciudad de Bucaramanga”, implemented by Asociación Cristiana de Jóvenes de Santander (ACJS), Colombia.
- “Libros y juegos: Experiencia de atención directa a niños, niñas y adolescentes trabajadores domésticos en Costa Rica”, implemented by Defence for Children International, Costa Rican Section, Costa Rica.
- “Remedial education and parents visits for children working in the footwear sector in Bandung”, implemented by the Teachers’ Association (PGRI) of Bojongloa Kidul, Indonesia.
- “Erradicación del trabajo infantil en las ladrilleras de Huachipa”, implemented by the Asociación De Defensa De La Vida (ADEVI), member of the Network for a Future without Child Labour, Peru.
- “Prevention of children from dropping out school in order to start work”, implemented by the International Federation of Educative Communities Romania (FICE), Romania.





## Brief description of the practice

In Brazil, ILO-IPEC supported the Ministry of Social Assistance to design training modules for educators to carry out the national programme “Jornada Ampliada”. This programme provided extended school sessions for children and adolescents in eight towns in the state of Pernambuco: Jupi, Jucati, Lajedo, São João, Caetés, Alagoinha, Capoeiras and Tacaratu. The programme was aimed at reducing the likelihood that children would combine work and school and to ensure that adult household members would be able to available for work, job training or other productive activities.

In Colombia, the implementing agency assisted girls and adolescents domestic workers in the 7th, 8th and 9th districts of Bucaramanga to join a government-run educational support programme and to get access to health services. ACJS also organized additional education courses and extracurricular activities for the girls in this project who had missed school for two or three years and could not be admitted straight into formal school. (N.B. This action programme has been used for other good practices in this publication. For more details, please consult: ‘Engaging government to cover the cost of education’ and ‘School-based income generating activities in support of education’.)

Defence for Children in Costa Rica designed an education model providing comprehensive care to child and adolescent domestic workers, especially girls, in Pavas and Cartago. This included providing assistance for additional school work, extracurricular training, activities and care services, designed to minimize the physical and emotional harm they had suffered through exploitation and abuse in the workplace and assist their return to and retention in school.

In Bandung, Indonesia, many primary school children also worked in the footwear industry and were often absent from class which affected their overall performance and results. Many abandoned schooling after primary education. The Teachers’ Association (PGRI) of Bojongloa Kidul started remedial courses for children outside school hours, trying to help them with the subjects to be tested in national examination, such as natural science, social science, mathematics, civic education and language.

In Peru, ADEVI ran an education programme, combined with health and food provision, which sought to extend the daily hours of schooling for children at risk of becoming child labourers in the brick making sector.

The FICE in Romania launched an education programme in rural areas aimed at assisting the most vulnerable children, especially the Roma (gypsy) children, to improve their school performance.



## Impact of the practice

### *Innovation*

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The overall good practice strategy was the result of various education experiences of local organizations and the communities themselves in search of alternative models to support child labourers in their school work.

In Brazil, the programme was based on the realities in schools and kindergartens for the children working in the flour mills in the project areas. Based on the professional deliberations of educators who participated in the project design workshops, various training modules were developed to provide educators with the knowledge and skills to deliver academic support and organize extracurricular activities during extended school hours. The modules were innovative and comprehensive, covering theories, techniques and practical ideas on how to lead such activities and taking into consideration broader issues, such as citizenship and family, child development needs and pedagogical practices.

The core of the education programme in Colombia engaged municipal government in ensuring the implementation of national education policy, while the implementing agency provided additional support through school canteens, book lending, recruiting community volunteers and soliciting national social assistance funds. These innovations helped reduce the cost of education and encouraged values in the children, such as responsibility and solidarity, for example, in taking good care of books for future users.

In Costa Rica, the education intervention model was specially designed to suit the needs of child domestic workers. They also raised the profile and attraction of the education programme by using traditional community communications channels or organizing cooking workshops.

The education approach in Romania paid special attention to the needs of the Roma (gypsies) and a survey was carried out to identify the most vulnerable group of children. There was also a heavy emphasis on influencing family attitudes towards education. In order to ensure their full participation and support, agreements were discussed with teachers, parents and community members.



A. di Vico

## Effectiveness

In Brazil, ILO-IPEC's direct contribution to the action programme was in the training of 200 educators, teachers, early childhood care workers and officials from the state of Pernambuco. These trained professionals conducted the extended school session programmes in eight districts in Pernambuco. These sessions covered 1,020 children and adolescents up to 14 years of age from 569 families and working in 117 flour mills. In a later stage of the project, training was also provided to 300 educators in 52 districts in Alvorada.

In Costa Rica, the project succeeded in reinserting half of the child domestic workers into the formal school system. All of the children who received extracurricular support successfully graduated from school. In addition, the number of working hours of adolescent children was reduced and they received training and information on legislation that protects them. In time, the families and communities in the programme came to realise the importance of education, especially for girls, and the need to prevent children from starting to work at a young age. The project helped communities to strengthen the alternative education system and engage the commitment of educational institutions to support child domestic workers. The communities also gradually took over responsibility for the out-of-school educational programmes for the child domestic workers, adolescents and adults.

In the first phase of the Indonesian project, 266 children aged from 12 to 14-years-old participated in the remedial course. All of them were child labourers and were in grade 6. By the end of first phase, 78 per cent of them (46 girls and 151 boys) continued on to state junior high school; 13 per cent (3 girls and 32 boys) continued on to Islamic boarding school; and, 9 per cent (5 girls and 29 boys) did not continue their education. The latter group, including orphans and very poor children, admitted that they still worked to earn money.

In the project's second phase, 526 students aged from 9 to 14 (269 boys and 257 girls) benefited from the remedial course. They were students from five school centres in Bojongloa Kidul from grades 4, 5 and 6. Ninety-six of these children (56 boys and 40 girls) were child workers and 430 (213 boys and 217 girls) were children from poor families. The success of the project's remedial classes had a positive knock-on effect on the overall achievement of the primary school students in the Bojongloa Kidul sub-district. This was shown through the increasing number of children who continued in higher education and the improvement of their performance in the national final exams (EBTANAS or Ujian Akhir Nasional).

In Peru, extended hours of schooling were provided to 120 children aged from 6 to 12. There was anecdotal

evidence of extraordinary results in school achievements among the participating children.

In Romania, all of the children in the programme improved their school attendance and 74 out of 80 children successfully completed the school year, some of them with very good performances. This was a particularly significant mark of achievement because in previous years children from this target group had dropped out of school around halfway through the school year. Academic progress was made in reading, writing and arithmetic and the medical staff helped the children in enhancing their personal hygiene.

## Relevance

The practice shows a range of successful experiments in search of appropriate education intervention models to supplement existing formal education with special academic and extracurricular support catering to the special needs of child labourers, including particularly vulnerable groups like child domestic workers or ethnic minorities (Roma). These experiments sought to address the inadequacies of current education systems in regard to the needs and requirements of child labourers and were therefore particularly relevant to the overall elimination of child labour.

## Sustainability

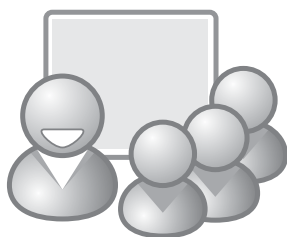
The sustainability of these projects depended on the ability and willingness of the local community and local authorities in assuming full responsibility to continue to implement the educational support activities for their children. In Colombia, the programme was built upon resources already available locally and nationally: the government-sponsored Accelerated Learning Programme; the national social assistance fund; the labour provided by community members; the donation of used school books; the availability of community volunteers, and so on. All of these elements promise sustainability in the long-term.

In Costa Rica, the operation of community education centres was ensured by the establishment of local committees. In Indonesia, the improved overall academic performance of the project community helped win support from local school authorities which contributed significantly to the sustainability component. In Peru, local social actors and the beneficiaries themselves worked together in the programme in order to make education both an attractive and viable choice for all children and families in the community. The process inculcated a sense of ownership within community and government bodies and, more importantly, encouraged them to assume full responsibility for providing education to their children.



### ***Replicability***

Out-of-class support to schooling, whether academic or extracurricular in nature, was shown to be effective in the projects in Colombia, Costa Rica, Indonesia, Peru and Romania. In Peru, following its participation in a training seminar and some workshops, another NGO replicated the project model.



Enabling environment  
for the practice

### ***Understanding the local situation***

In Brazil, the training modules for educators to carry out the extended school sessions were designed through various workshops with the participation of hundreds of practitioners experienced in programmes with working children and adolescents and their families and communities.

In Colombia, there was a low level of awareness of child labour among teachers and their participation in the project was affected by its impact on their working conditions and professional benefits. This indicated the need for the implementing agency to have a good understanding of the relevant social actors as a starting point in winning them over as partners. Another challenge to the project was that many parents saw games or arts subjects, which were used in the activities, as a waste of time, particularly when their children were considered as a source of critical income for the family. Working closely with families was, therefore, a key element in this programme. Reinforcing the sustainability of any programme would be based on changes in the behaviour and attitudes of parents that they might better understand the value of games, arts and the use of children's leisure time in general.

In Costa Rica, before the project's "books and games" methodology was finalized, several meetings were held with the child and adolescent domestic workers to provide the implementing agency with a better understanding of the complexity of the problems facing them, their families and their communities and which would have to be tackled within the project.

In Peru too, the programme was the result of careful analysis, together with the beneficiaries, of the realities of their situation and the challenges they faced. The innovative approaches to overcome these challenges and to actively involve families, communities, other local social actors and the state institutions included complementary remedial classes, book lending system and school canteens.

In Romania, the activities were tailor-made based on the results of a baseline survey in each selected project school. Information collected included family socio-economic profile and the characteristics of young at-risk siblings. In addition, the most vulnerable groups of children were identified and activities were designed to focus on the prevention and reintegration of recent school drop-outs. Specific attention was paid to Roma (gypsy) children through a socio-cultural analysis of education challenges, the development of a tailored education support programme with an improved curriculum and teaching practices for Roma children. The baseline data was also used to create a database for follow-up.

### ***Commitment and empowerment of the community***

This was an essential condition for the success of all the programmes. However, depending on the local situation, the community's commitment to the educational support programmes was through very different methods,

including awareness-raising, direct involvement in activities and contractual agreements.

In Brazil, the poverty levels were such that financial incentives were introduced to motivate families to maintain their commitment to let their children take part in the extended school sessions. Therefore, parallel income-generating schemes, such as micro credit, are made available for underprivileged families, especially where the adults and adolescents have benefited from skills training.

In Costa Rica, awareness-raising and training workshops on school retention strategies and children's and adolescents' rights and needs were organized for teachers in local schools, parents, local leaders and other active community groups. There was also training on project management, participation in autonomous training and continued education, recognition and improvement of self-image, life projects, and so on. Traditional channels in the community were used to mobilize the population, such as passing messages through local retail outlets. The school also served as a medium to disseminate information to the wider community. Sensitization and mobilization activities were designed to attract community members to encourage their participation, for example, through cooking workshops, recreational days and exercise sessions.

In Indonesia, there was a shared commitment motivating all parties to work for the success of the programme.

The teachers, community members and local government officers were united in their belief that the remedial classes would not only improve the academic achievements of the child labourers but also all other students and thereby enhance the quality of primary education. This would then attract the government's attention and enlist more support in improving education in the district. This issue of "pride" also became a motivating force among the children. Through project orientation and briefings, the teachers, alumni and community leaders were given a detailed picture of the activity, its background and its relation to eliminating child labour.

In Peru, the community and its organizations were also made aware of the disadvantages of premature child labour. Involving parents in painting the school buildings and developing income-generating activities also cultivated their commitment to their children's education and their sense of ownership of the school. Involving young people from the community as volunteer educators had a significant impact in terms of advocacy and motivation. However, experience showed that although volunteers could provide support, they could not be considered as stable service providers because as soon as they found a fulltime job they would leave the programme. This was a very powerful emotional shock for the children who had formed relationships with these volunteers.

In Romania, considerable emphasis was placed on creating an environment supportive of children's personal





growth at home. Parents received family psychological counselling through individual and group meetings. They were also informed on issues such as the detrimental effects of early childhood employment; the value of education; children's development; physical, social, emotional and cognitive development of young children; and hygiene, nutrition, health and family planning. Family attitudes and the value they attach to children, education, marital status, division of gender roles as well as the psychological climate at home, are all important elements that may influence whether a child is sent to school or goes to work. These activities were particularly important because most parents were not aware of the importance of education, their responsibilities and the need to provide more sensitive support for their children's development. As well as working with parents, the project also signed agreements with teachers, parents and community members stating the areas of cooperation, as well as the roles and contribution of each partner within the framework of the programme. This ensured that ongoing support would be provided to children at risk of dropping out of school. An action committee was also formed including representatives of the central and local authorities and civil society.

### ***Favourable policy context***

At the outset of the programme in Colombia, the entire programme was built upon the existence of the government "Accelerated Learning Programme". The administration of education is decentralized to the municipalities and this decentralized structure favoured the local implementation of action programmes as there was no need for national level agreements or approval of activities.

### ***Supplementary social support***

In some programme contexts, this issue played an important role in helping release the target group of children from heavy work duties at home.

In Peru, children who had to look after younger siblings often went to school accompanied by them. While at school, other adults took care of the small children while the older ones attended classes. Therefore, one reason for non-attendance at school was that girls tended to stay at home to look after their younger siblings. To overcome this challenge, a crèche was established to take care of the practical needs of these girls and the families. Although a crèche requires specially trained staff and adequate facilities, it was nevertheless a creative way of overcoming one of the most common factors which prevent adolescent girls, in particular, from attending school.

The programme provided families with viable solutions to keep their children at school and not to send them to work by providing them with a comprehensive range of support services. This included tutoring, health and nutritional services for the children, social awareness-raising, childcare services and financial support to families. Providing a complete package of services through the school means that the opportunity cost calculation which parents implicitly make to decide whether their child will work or go to school, leans in favour of sending them school. Parents decide to send their children to school because, as well as education, they will also receive food support or healthcare which means a significant saving in terms of family expenditure.





## Implementation of the practice

### *Supporting children's school work*

The issue of giving out-of-class assistance to children's school work was an essential part of all programmes. Child labourers, having stopped going to school for some time and mostly forgotten what they learned, usually have great difficulties adjusting to the pace of teaching in



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formal schools, catching up with their peers or understanding the materials being taught. Apart from providing much-needed academic assistance, these innovative educational programmes also channel the children's free time into gainful learning and reducing the possibility that they might combine work with school.

In Brazil, some of the training modules provided alternative teaching materials and techniques to help educators enlarge learning opportunities for children during the extended school hours. The module "Extending Learning Opportunities" was intended for teachers of children and adolescents aged from 7 to 14, covering such subjects as interpersonal relationships, democratic management in education, teaching materials, drama games and learning assessments. For educators of infants up to 6-years-old, there were two modules. The first of these was entitled "Day care centres as a space for citizenship education" which covered interpersonal relationships, citizenship, rights of the child and the adolescent and the role of day care centres as place for education. The second module was entitled "Pedagogical planning" and included issues such as the learning and development processes of the child, practical issues of running a day care centre and the role of recreation in cognitive development.

In Colombia, the national "Accelerated Learning Programme" of the Ministry of Education was designed to enable dropout children to re-enter school through a form of "catch-up" education which emphasizes extra-curricular activities. The NGO ACJS assisted girl and adolescent domestic workers to enrol in school and claim their rightful education opportunities. The municipality lent text books to the students for a year which they would return so that other children could use the books in future.

In Costa Rica, DCI established community centres to provide out-of-school care to children and adolescents. Sessions of academic support were organized for children and adolescents in schools in the project communities. During these sessions, children were assisted in their homework and given help in critical curriculum subjects. Education materials and resources were also donated to local educational institutions and NGOs.

In Indonesia, remedial classes were held three days a week with three hours of instruction per day<sup>3</sup>. Classes included primary school subjects, such as mathematics, language, civic education, social and natural science, all of which would be included in the national examination. A group of teachers and alumni students prepared the course content and materials based on learning

3 For children who go to school in the morning, the remedial course is implemented in the afternoon and vice-versa for those who go to school in the afternoon. Remedial courses are held in unused or empty classrooms in the project schools.

packages developed by the Ministry of National Education and discussions with various stakeholders.

In Peru, extra teaching education sessions were organized in community centres outside formal school hours. After the primary school children finished school in the morning, they would then participate in these extra sessions that helped them to catch up.

In Romania as well, working children and their siblings at risk of dropping out of school attended extra tutorials to help them improve their school performance and prevent them from dropping out. In the tutorials, they received assistance in doing homework, learning and reading, didactic tests and other forms of additional tuition.

### ***Care for healthy childhood development***

Extra education courses alone are not sufficient, however, especially for the more vulnerable groups of child labourers, such as child domestic workers whose more sensitive situation or experiences of abuse undermined their self-confidence and made the normal school environment and learning methods more intimidating for them. Different organizations had experimented with various pedagogical techniques and explored alternative ways of learning and intelligence in search of more appropriate education strategies. For example, extracurricular elements featured in many of these educational programmes to complement tutorial classes and provide for the children's needs more comprehensively.

In Brazil, some of the programme's training modules focused on educational recreation and pertinent issues surrounding education. For example, the module "Cultural development: theatre, plastic arts, popular and recreational games" covered subjects such as scenic and plastic arts, playing and learning, sports and games, popular games and dances. Another module entitled "Art and culture of the body" covered similar subjects as the one mentioned above but this time intended for very young children up to the age of seven. The module "Citizenship and family" discussed child policies in Brazil, working with at-risk families, school-family relations, and so on. There were also modules on "Strengthening day care centres" and "Integration of family and day care centres".

In Colombia, additional education courses apart from the core courses in the "Accelerated Learning Programme" were organized. There was a strong element of play and an emphasis on building up self-esteem. Teaching modules imparting different skills were designed, such as workshops on art, dance, sports and development of values, and which took place in the afternoons after school from Monday to Friday in the offices of the implementing agency.

In Costa Rica as well, apart from academic support, children joined training workshops on productive activities such as flower arranging, chocolate making, bakery, painting on cloth, and so on. There were also recreational field trips to parks, museums and movie fora. In addition, recreational and participatory workshops were held, as well as vocational counselling to help the children in choosing their future career paths. Community game rooms and community health offices were also set up. DCI organized these additional services in collaboration with public and private agencies in the community in order to respond to the physical, emotional and mental needs of the target children and to improve their health - all of which are crucial for a child's development and education.

In Peru, leisure and creative workshops were organized for the children during the few months of school holidays after the end of the school year. These extracurricular programmes were designed to keep the children occupied in a practical way during their long holidays,



Children At Risk Foundation - CARF Brazil

thereby dissuading parents from sending their children to work which they considered a more useful occupation of their time. In addition, a canteen was installed in school for the children and the food was partly provided by the programme and partly by a state institution. Parents became involved in this programme component by helping to cook meals.

In Romania, extracurricular activities and weekend courses were organized for the children. An education module was developed focusing on health, nutrition, hygiene, child labour, first aid, social skills, computer skills and the rights of the child. There was also individual or group counselling for children (both boys and girls) in schools to enhance their self-confidence and self-esteem, interpersonal communication skills, understanding on gender issues, and so on. Children were provided with regular health check-ups, supplementary nutrition and materials they would need for going to school, such as books, school supplies, footwear and clothing.



### ***Mobilizing local resources, structures and authorities***

In Brazil, the Ministry of Social Assistance financed and implemented the extended school sessions in the project districts.

The programme in Colombia was also designed to leverage existing national education policies and programmes to influence the municipal government to implement the “Accelerated Learning Programme” in their own municipality. Therefore, it was the local authority that was responsible and local resources were utilized. In addition, the texts of the school books used in the programme were supplied by the municipal administration who based the text on local socio-cultural realities. The NGO ACJS dedicated itself to increasing the chances that the programme would work and be sustained by identifying the target children, convincing their parents to enrol them in school, organizing additional extracurricular activities and organizing book lending schemes. Even the extracurricular activities were financially supported by the Colombian state through the “Caja de Compensación Nacional”. The programme also relied on community volunteers for specific education support tasks, thus mobilizing and utilizing local resources on one hand, and enhancing the local community’s commitment to the education of their children on the other.

DCI in Costa Rica also utilized human and institutional resources and infrastructure available at the local level, including schools, clinics, government agencies and NGOs. Using student volunteers, especially for extracurricular support, maximized the contribution of local human resources and talent and also mobilized and engaged students in the programme.

PGRI in Indonesia was also successful in involving alumni students in the programme as a way to provide good and motivated role models to show that children from the district can continue their education up to university level as long as they get the opportunities and act on them. Together with the teachers, the alumni students can contribute significantly to the development of their former schools. Moreover, children enjoyed being taught by the alumni students as they considered them more like their own sisters and brothers.

In Peru, ADEVI enlisted the voluntary participation of young people in the community who had completed their secondary education to be educators in the additional education courses and extracurricular activities to support the child labourers in their schoolwork. They also mobilized the support of the community to refurbish the school premises and some parents repainted the school. Some parents also volunteered to work in the school canteen,

while a state institution also helped in the provision of food. This active participation of different sectors of the community significantly raised social awareness levels. ADEVI also initiated campaigns to collect donations of books to stock mini-libraries in the schools and enhance the quality of teaching and learning.

In Romania, health check-ups were provided by the Ministry of Health and Family, while the private sector was involved in providing supplementary nutrition to the children.



For more information

### ***Other documents***

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Teacher Training and Mobilizing  
Teachers' Organizations



# Teacher Training - Building the Capacity of National Institutions to Combat Child Labour



## Context

Teachers are especially well placed to help prevent child labour because they are in direct contact with children and the community. Their contribution is particularly significant in awareness-raising, improving the quality of teaching and monitoring former child labourers, at-risk children and school-based social support. However, among the prerequisites to facilitate and promote the contribution of teachers are adequate and appropriate training and continuous support to enable them to be more sensitive to the circumstances of working and at-risk children and their education needs, and to equip them with the skills and tools for making teaching and learning more suitable for these children.

Interviews with children who have left the education system to enter the labour market have revealed that one of the strongest “push” factors is the attitude of teachers towards them. It is a significant ingredient of social exclusion, as children are vulnerable at school and the power relationship between pupils and teachers is weighted strongly in favour of the adults. It is important, therefore, to pay special attention to adapting the existing content and methodologies of pre- and in-service teacher training. Project experience has shown that such training should include a strong element of understanding

child labour, the role of the education system and how discriminatory attitudes will increase drop-out rates and lead to entrenched problems of child labour. Understanding and awareness of these issues should not be for teachers alone but should permeate the education system and reach all levels of authority, including Ministries of Education.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of eight action programmes in seven countries: Brazil, Chile, China, Romania, Tanzania, Thailand and Turkey. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Capacitação de educadores e mobilização das famílias para a erradicação do trabalho infantil nas casas de farinha” and “Capacitação de agentes multiplicadores da Jornada Ampliada de 52 municípios de 7 microrregiões do estado de Alagoas que compõem o projeto alvorada/PETI”, implemented by Ministry of Labour and the Ministry of Social Assistance, Brazil.
- “Acción contra el trabajo infantil a través de la educación y la movilización”, implemented by Colegio de Profesores, Chile.
- “Reducing labour exploitation of children and women: Combating trafficking in the Greater Mekong sub-region, Phases I and II”, implemented by Menghai County and Jiangcheng County, Yunnan Province, China.
- “Enhancing the capacity of the Ministry of Education to increase the attendance, retention and performance rates of children in order to prevent and eliminate rural child labour”, implemented by the Centre for Education and Professional Development (CEDP), Romania.
- “Strengthening the capacity of the Confederation of Romanian Democratic Trade Unions to combat the worst forms of child labour”, implemented by the Confederation of Romanian Democratic Trade Unions (CSDR), Romania.



- “Preventing child labour and forced child prostitution in the northern parts of Thailand, Phase I”, implemented by the National Primary Education Commission (ONPEC), Ministry of Education, Thailand.
- “An education campaign for the elimination of the problem of working street children”, implemented by the Ministry of Education, the Confederation of Turkish Trade Unions (Turk-Is), the Confederation of Turkish Real Trade Unions (Hak-Is) and the Confederation of Progressive Trade Unions, Turkey.



## Brief description of the practice

Ministries of Education and national institutions responsible for training teachers are crucial partners of ILO-IPEC in training teachers. ILO-IPEC has supported these local and/or national authorities to design their own training materials or to adapt existing ILO-IPEC child labour materials to suit their specific training needs. In Turkey, ILO-IPEC supported the Ministry of Education to train teachers in boarding schools where street children are encouraged to enrol. While in China and Thailand, ILO-IPEC worked with the provincial authorities of education on the subject of teacher training, which focused specifically on raising awareness about trafficking. In Romania, a series of training activities targeting rural teachers was carried out by an NGO in close collaboration with the Ministry of Education. ILO-IPEC also supported the Brazilian National Programme to Eradicate Child Labour (Programa de Erradicação do Trabalho Infantil - PETI) to train teachers on child labour issues and skills as part of the national programme “Jornada Escola Ampliada”, the extended school day.

Working with teachers’ associations to strengthen teacher training has also been a successful strategy in mobilizing teachers to combat child labour. ILO-IPEC has worked with teachers’ unions in Chile and Romania to organize a series of teacher training workshops on child labour issues aimed at mobilization and capacity-building within the union for long-term action.

ILO-IPEC has also been collaborating with the ILO Bureau for Workers’ Activities (ACTRAV), Education International (EI) and the World Confederation of Teachers (WCT) on an interregional project called “Action against child labour through education and training” in which ILO-IPEC supported teachers’ unions in Bangladesh, Brazil, Egypt, Kenya, Nepal, the Philippines, Peru

and Tanzania to produce teacher training materials and to organize training activities to help in reaching out to children at risk of child labour in school. (N.B. The details of this activity are also referred to in the good practice “Sensitizing teachers to the problem of child labour and the importance of education through the ILO-IPEC Teachers’ Kit and teacher training” in this publication.)



## Impact of the practice

### Effectiveness

Training teachers and educators as catalysts for change is a cost effective way of reaching out to students and beyond them to the whole community, as was the case in China, Thailand and Romania. The training-of-trainers (TOT) mechanism and the establishment of action committees set in motion an effective multiplier effect as the educators were subsequently able to act as trainers and awareness-raising agents in school and within trade unions and local authorities.

In addition, cooperation with national institutions enabled ILO-IPEC to encourage the government to take over full responsibility for the education of target groups in the long run. For example, in Turkey, school expenses, uniforms, books, materials, food and lodgings in the boarding schools were taken on by the state, thus reducing the financial burden on poor families and providing them with strong incentives to enrol their children.

In Brazil, 500 education professionals in the States of Pernambuco and Alvorada took part in the training organized by the Ministry. These included educators, teachers, early childhood care workers, social workers and officials in municipal secretariats responsible for social assistance and education, as well as those from the national PETI programme.

In Srisaket of Thailand, 160 teachers in 82 schools were trained and, in turn, they reached approximately 12,000 students in the 6th and 7th grades. In China, 135 principals and 232 primary and middle school teachers in four townships in the Yunnan province received training.

In Chile, 350 teachers attended child labour workshops held in different regions of the country. This collaboration

also reinforced the support of the Chilean teachers' union for the national campaign against child labour.

In Romania, 324 rural school teachers were trained and equipped with pedagogical skills to prevent children from dropping out from school to go to work. A significant change in the attitudes and behaviour of these teachers was subsequently observed as they no longer focused their attention in class only on children with good grades, but also gave additional attention and support to children with low grades. A further 150 teachers who were members of the teachers' union attended training-of-trainers (TOT) sessions and went on to mobilize additional teachers.

In Turkey, 125 teachers, counsellors and principals in selected boarding schools (YIBOs) and primary schools (PIOs) and a further 120 staff members of governmental and non-governmental educational institutions received training.



J. Baxter

### ***Relevance***

Teachers are among those who know which children in their community are at risk of dropping out of school and turning to child labour. These children are often absent from class, show signs of fatigue, turn in poor school performances, experience problems in the family, and so on. Experience has shown that appropriate training equips teachers with knowledge and relevant tools to become actively involved in eliminating child labour. Training should be tailored to suit national needs and constraints and policy priorities.

### ***Creativity***

Characteristics of ILO-IPEC supported training include: a strong focus on child labour; short but intensive training periods; and in-service training workshops for training trainers on child labour issues and pedagogical skills to subsequently reach larger groups of teachers. The approach is both creative and flexible and experience

has shown that adjusting the training in terms of content, length and focus is possible without compromising the core message on child labour.

### ***Sustainability***

The teacher training in North-Eastern Thailand showed positive sustainable results in that teachers and their students continued to carry out awareness-raising activities long after the ILO-IPEC project training had finished.

In Yunnan, the Education Bureaus of Jiangcheng and Menghai counties enacted a new regulation that made training on trafficking prevention and relevant laws a compulsory subject in all primary and secondary schools. The project's sustainability was also reinforced when the provincial government pledged funds to replicate the training in six more prefectures and cities in Yunnan province. There are also plans in development to replicate the experience at national level, targeting other provinces where trafficking is a problem.

In Romania, teacher training led to the establishment of a core group of experts within the Ministry of Education who would be responsible for reaching out to more educators in Romania. The teacher union's programmes also established the basis for on-going school-based activities in child labour monitoring and awareness-raising.

### ***Multiplier effect***

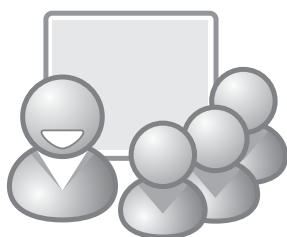
Teacher training has been a highly successful approach in engaging teachers in awareness-raising campaigns. In Thailand, the exhibitions and campaign activities organized by the teachers and students in the project schools were visited by over 16,000 people. Most of the students who participated in the project in the 22 schools completed their education up to secondary level. In addition, child labour was later included in the school charter of many schools in the region.

In Yunnan, teacher training prepared educators to reach out to over 14,000 students about trafficking issues. Following this initial activity, the multiplier effect of the training was considerable. The students formed volunteer publicity teams which, during the school holidays, disseminated information about trafficking and gender equality in their communities through discussions with local villagers. Discussions focused on local situations and specific cases of trafficking. These students also shared their knowledge with their parents and helped solve family problems. During the year of programme implementation, blind migration dropped by 8.1 per cent in Jiangcheng County and by 17.4 per cent in the targeted townships where the training took place (this is based on a comparison of statistics from 2000 to 2001).

## ***Replicability***

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Organizing teacher training on child labour issues and pedagogical skills has become a key strategy in many of ILO-IPEC's country and interregional programmes on education and training. These different experiences in supporting teacher training have a number of similarities, including methodology and the common goals of building strong national stakeholders and strengthening teacher training with messages and techniques related to the elimination of child labour.



### **Enabling environment for the practice**

## ***Understanding the audience***

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This means not only understanding the needs and expectations of teachers, but also what the children need. In this respect, pre-project studies and pilot testing have been indispensable to many teacher training activities. For example, in China, the belief that men are superior to women was still prevalent in school books and gender equality was not systematically integrated into the curriculum. When designing the teacher training, this cultural issue had to be taken into consideration. In Chile, the members of the teachers' union contributed their knowledge about local situations and the distribution and conditions of working children.

## ***Support and involvement of the national authorities***

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In China, the commitment of senior management in the Education Bureau and of the prefecture and County authorities (County Public Security Bureau, the Justice Bureau and the County's Women's Federation) was a prerequisite to the success of the programme. In order to secure the support of these authorities, it was critical to initiate dialogue at the county level at the outset of the project. In Romania, the political support of the central government was crucial and was created by setting up a project steering committee including high-level representatives from strategic institutions.

## ***Strong teachers' union***

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The presence of a strong teachers' organization has been essential in the success of teacher training activities.



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They contributed to the success of the programme using their own human and financial resources and well-established national networks also facilitated the mobilization of teachers to participate in the training. Most teachers' unions enjoyed a high level of credibility with local and national media which also enhanced the profile of the project in a number of cases.

A typical example was the Romanian teachers' union, CSDR, which has a national network of 42 regional branches. In addition, its affiliate, the Federation of Free Trade Unions in Education (FSLI), has more than 200,000 members representing half of all educational staff in Romania. In addition, FSLI has a consultative role with the local authorities and acts as an observer in the decision-making process at central and local level which means that it has a significant influence on the legislation, financing and management of education.



### **Implementation of the practice**

## ***Design, adaptation and testing of training modules and materials***

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With the technical support of ILO-IPEC, Ministries of Education and the local education authorities of each respective country assumed responsibility for the design of their own teacher training programmes and materials on child labour issues.

In Brazil, four training modules were designed to train educators and local authority officials to implement the "extended school day" programme (Jornada Ampliada). This programme aimed to reduce the likelihood that children would combine work and school and to free up adult household members for work, job training or other productive activities. The training was given an initial

test in the State of Pernambuco. The modules included extended learning opportunities; capacity-building for cultural development through workshops in theatre, plastic arts, popular and recreational games; citizenship and family; and body art and culture. In this latter module, training participants tried out their newly acquired skills to organize classes for the children.

The training in Thailand was first tested in primary schools with high dropout rates in the rural province of Srisaket. A teacher's handbook was developed to raise awareness about child labour issues. The underlying message was to encourage children to stay in school and continue with secondary education. The handbook suggested methods to communicate with children and provided a variety of classroom materials, such as magazines, newspaper clippings, pamphlets, videos and animation. The fact that the approach is oriented towards the target group (children) enabled teachers to draw upon the life experiences of these children and their families. Working with lively additional materials and using methods to engage children's interest helped teachers in gaining the confidence and trust of the children and therefore facilitated dialogue with teachers on child labour issues. At a later stage, the teacher training programme and materials were used in a total of four North-Eastern provinces in Thailand, including Srisaket, Ubonrachathani, Amnatcharoen and Buriram.

In preparation of an awareness-raising campaign against trafficking, the Education Bureaus of Jiangcheng and Menghai Counties in Yunnan Province, China, developed teacher training materials in collaboration with ILO-IPEC based on a pre-intervention survey analysing current awareness levels about the danger of trafficking, traffickers' methods and gender equality.

The teachers' union in Chile organized a national seminar to design and validate tools and methodologies for teacher training. A three-module workshop programme was designed which highlighted respectively children's rights, the invisibility of child labour and teaching activities for its prevention and elimination. The training was complemented by two support manuals: one on the process of awareness-raising, including theoretical background and information about support for teachers; and the second included teaching materials and examples of classroom activities. The feedback from teachers was very positive.

In Romania, the Ministry of Education and Research carried out a needs assessment to identify the training needs of teachers. Apart from translating and adapting the ILO-IPEC Teachers' Kit, other materials were also included in the training, such as national legislation on child labour.

In Turkey, teacher training was carried out in support of a programme to enrol street children into boarding schools and to ensure that these children would receive

appropriate care and education. Issues covered in the programme included the nature of child labour, child labour in relation to the educational system, how to identify students at risk in the classroom, classroom management skills, how to improve student learning in the classroom, child to child programme techniques, conflict resolution and social skills, counselling needs of working children and remedial teaching.

The Romanian trade union formed a focus group comprising representatives of trade unions, the Ministry of Education and Research, labour inspectors and other relevant bodies to discuss and validate the content of the teacher training programme. The International Organization for Migration (IOM) and two NGOs, Save the Children Romania and Reaching Out, also participated in the focus group as consultants on the training curriculum and awareness-raising materials.

### *Training-of-trainers approach*

The training-of-trainers (TOT) approach has been central to the delivery of teacher training, especially for national programmes. The trained teachers became a group of experts who acted as catalysts for change within the education system. The success of this approach owes much to the careful selection of teachers to be trained as trainers; the skill of individual trainers; the suitability of the training materials; and, an effective mix of classroom and field-oriented training activities. However, two countries did not use the TOT approach: China and Thailand.

In Brazil, TOT workshops using the training programme based on four modules were organized for education professionals and administrators firstly in the State of Pernambuco and then in Alvorada on a much wider scale. These trained educators became multiplier agents in various project sites (eight in Pernambuco and 52 in Alvorada) where they trained fellow professionals involved in the "extended school day" programme.

In Chile, the national seminar was also based on a TOT approach. Participants drew up a regional and national map of the distribution and classification of child labour, based on which the teachers' union designed a teacher training plan covering all regions throughout the country. Following this, the trained union members organized series of training workshops in their respective regions.

In Turkey, in order to better meet the educational needs of ex-working children enrolled in Regional Primary Education Boarding Schools (YIBO) and Primary Education Schools with Pension (PIO), teachers, counsellors and principals and other officials from these primary schools were trained in effective methods designed to prevent children from dropping out of school for work. The TOT approach was used to reach as many potential trainers as possible.



In Romania, a core team of trainers was formed within the Ministry of Education and Research. The team participated in a TOT course on child labour issues and how to meet the educational and counselling needs of working children. The five-day workshop was designed and held in Bucharest and 25 teachers, school counsellors, principals and inspectors from schools with high dropout rates were selected from Vaslui, Suceava, Botosani, Calarasi and Ialomitza counties as participants. In turn, they organized similar five-day in-service training courses for 324 teachers, school inspectors, principals, local authorities and NGO representatives in all project schools.

In addition, the Romanian teachers' union also invited the Director of the Child Labour Bureau of the Confederation of Turkish Trade Unions (Turk-Is) as a resource person to their TOT workshop. The workshop brought together 31 trade unionists in Bucharest to equip them with the understanding, knowledge and skills necessary to deal with the problem of child labour and to empower them to act as trainers and provide further assistance to other trade union structures, employers' organizations and other relevant institutions to address child labour issues. Following the workshop, the trainee teachers formed local action groups in Bucharest, Brasov, Cluj and Iasi. They launched local level activities, including round tables and local two-day TOT workshops, in consultation with local authorities and civil society representatives.

### ***Awareness-raising among teachers***

Having received special training on child labour issues, teachers become more sensitive to the needs of working children and are more ready and able to respond to these in school. In some countries, training was immediately followed by special school-based or community-based awareness-raising activities.

In Yunnan, China, teachers who were trained in trafficking issues passed on vital information to their students over two school terms. Following this, the students formed volunteer teams to further disseminate their new-found knowledge in their villages.

In Romania, trained teachers and educators planned activities in schools, including exhibitions of paintings by children, essay competitions on child labour, and so on. Within the trade union action programme, the trained union teachers also organized school-based awareness-raising activities with the children and the community. In addition, they contributed to establishing school-based monitoring of child labour and setting up local networks on child labour to facilitate information dissemination and further training.

### ***Mainstreaming***

Through the capacity-building and awareness-raising approaches described in this practice, concern about the issue child labour becomes a part of the make-up of teachers and their responsibilities.

Following the teacher training and a series of school-based awareness campaigns carried out by teachers and children in the four North-Eastern provinces of Thailand, school committees were established comprising school administrators, teachers and counsellors to ensure the continued use of the teachers' handbook, for example, through its integration into the regular social studies curriculum.

The Colegio de Profesores in Chile formed a national consultative committee for the prevention and elimination of child labour after teacher training programme. Thirty-four teams of trained teachers were established in different parts of the country to create a network for prevention and self-management.

In Romania, a national workshop was organized, including schools inspectors, principals and teachers, to prepare a final evaluation of the teacher training programme, comprising comprehensive conclusions and recommendations. This was submitted to the Ministry of Education and Research which, following the recommendations of the evaluation report, supported an extension of the training programme in other counties.



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## For more information

### Web-based documents

- Fact sheet “How ILO-IPEC works with teachers”: [www.ilo.org/public/english/standards/ipec/publ/download/factsheets/fs\\_teachers\\_0303.pdf](http://www.ilo.org/public/english/standards/ipec/publ/download/factsheets/fs_teachers_0303.pdf)

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- Ministry of Labour and Employment: [www.mtb.gov.br](http://www.mtb.gov.br)

#### **Chile**

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#### **China**

- ILO-IPEC TICW Project web site: [www.ilo.org/public/english/region/asro/bangkok/child/trafficking/](http://www.ilo.org/public/english/region/asro/bangkok/child/trafficking/)

#### **Romania**

- Centre for Education and Professional Development (CEDP): [www.stepbystep.ro](http://www.stepbystep.ro)

#### **Turkey**

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- “Action against child labour: Strategies in education - Country experiences in the mobilization of teachers, educators and their organizations in combating child labour”, ILO-IPEC, Geneva, May 1999
- Action programme brief of the project “Enhancing the role of rural teachers in preventing child labour in four North-Eastern provinces”, ILO-IPEC Bangkok, 2003
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### *Multi media or other information*

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### China

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# Sensitizing Teachers to the Problem of Child Labour and the Importance of Education through the ILO-IPEC Teachers' Kit and Teacher Training



## Context

Teachers and their representative organizations have important roles to play in the prevention of child labour through education. As professionals, they have direct contact with children which allows them to positively influence children's education and guide them in developing fundamental principles and values in life and their future orientation. They can contribute to the prevention of child labour by taking action in schools or the education institutions or programmes in which they work and by reaching out to the wider community.

In order to build on the key role of teachers, ILO-IPEC cooperated closely with Education International (EI), the Global Union Federation (GUF) of teaching and education personnel worldwide, UNESCO and UNICEF to develop a tool for action for use by this group of workers in the education field entitled "Child labour: An information kit for teachers, educators and their organizations". This information kit is designed to raise awareness of the nature and effects of child labour.

It also aspires to instil a sense of commitment and motivation to inform others of the problem, including



A. Manninen

students, colleagues, members of teachers' organizations, other actors in the community and society in general. It is hoped that, armed with the requisite knowledge and inspired by the examples of others presented in the kit, users will be moved to take action in the classroom and in their organizations to support global efforts to give child labourers everywhere back their childhood and access to a decent education.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of three action programmes in eleven countries: Bangladesh, Brazil, Egypt, Indonesia, Kenya, Nepal, Pakistan, Peru, the Philippines, Tanzania and Thailand. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Action against child labour through education and training", implemented by the Teachers' Joint Project on Child Labour, Bangladesh; Centro de Estudos e Pesquisas em Educacao Cultura e Acao Comunitaria, Brazil; General Trade Union for Education and Scientific Research (GTUESR), Egypt; Kenya Institute of Education (KIE); Nepal Teachers' Association (NTA) and Nepal's National Teachers' Association (NNTA); Tanzania Institute of Education (TIE), Forum for African Women Educationalists (FAWE) and the Tanzania Teachers' Union (TTU).
- "APEC Awareness-raising campaign: Eliminating the worst forms of child labour and providing educational opportunities", implemented by the Teachers' Association of Indonesia; Sindicato Unitario de Trabajadores en la Educacion del Peru (SUTEP); the National Alliance of Teachers and Office Workers (NATOW), Philippines; National Institute of Development Administration (NIDA), Thailand.
- "Combating child labour through education and training, Phase I", implemented by the Department of Social Work of the University of Peshawar, Pakistan.



## Brief description of the practice

There are three main booklets in the kit: Books 1 and 2 and a User's Guide. The purpose of Book 1 is to provide teachers with basic information about child labour, children's rights and the important role of education in the prevention and elimination of child labour. It also aims to stimulate discussion among teachers, children, parents and community members. It is hoped that these exchanges will lead to better understanding of the child labour problem and stimulate action against it. Book 2 discusses the role of teachers and other actors in the fight against child labour. It provides examples of action taken by teachers, educators and their organizations in different countries in tackling the child labour problem. The kit also includes a copy of the ILO-IPEC publication "Combating child labour through education".

The first edition of the kit was published in 1998 and ILO-IPEC collaborated with various national pedagogical institutes, teachers' associations and universities to adapt the resource materials into their local context and translate it into various languages. To date the kit is available in Arabic, Bahasa Indonesia, Bengali, English, French, Kiswahili, Nepali, Pashto, Portuguese, Spanish, Thai and Urdu. It has also been incorporated at national level and used to train teachers in several countries around the world and has therefore made significant contributions to programmes aimed at awareness-raising among teachers.

A second revised edition of the kit was produced by ILO-IPEC in 2004 and is currently available in English, French and Spanish.



K. King Cutcher



## Impact of the practice

### *Creativity*

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The idea of producing a "model" teachers' kit was a creative way of providing teacher training materials for promoting understanding of child labour issues. The model kit, however, still remains flexible enough for adaptation to different national contexts, languages and cultures.

### *Effectiveness*

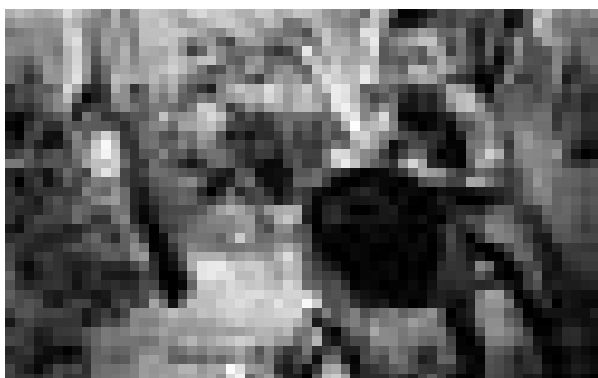
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The kit was able to make significant achievements at relatively small cost because, once the "model" kit was designed, the production cost and time required for each adaptation in a new context was relatively low. Within this practice, almost all programmes adapting the kit were able to stay within a small budget.

In Tanzania, the Tanzania Institute of Education (TIE) trained 384 educators from the Forum for African Women Educationalists (FAWE) and the Tanzania Teachers' Union (TTU) in using the kit. In turn, the TTU members trained a further 12 trainers from the union to facilitate follow-up training of 144 school teachers (Master Trainers) from 72 schools in three districts. FAWE trained nearly 2,000 members of community structures (school committees and village governments) in three districts on education planning, management, monitoring and evaluation as well as on fund-raising for community education funds. FAWE has also trained about 100 district child labour committee representatives. During a monitoring and supervision visit, FAWE retrained 1,120 people - 90 women and 1,030 men - to fill gaps that had been identified in planning, management, monitoring and evaluation.

After the training, the teachers in Tanzania used the kit to prepare their own campaigns in their schools and communities. For example, teachers in Masasi, Sengerema and Ngorongoro districts challenged child labour through root cause analysis, awareness-raising and community capacity-building. As a result, these teachers have trained nearly 2,000 members of village governments and school committees on child labour project matters and 1,500 kits were disseminated.

In Kenya, the Kiswahili version of the kit was used for sensitization at grassroots level. Of the 1,500 copies printed, 500 were distributed to primary schools, non-formal education centres, the curriculum development



centre and teacher training institutions. All Child Labour Committees (CLCs) were given a copy for use in schools, public 'barazas', churches and any other channels accessible to the CLC members.

In Indonesia, 3,500 copies were printed and distributed during workshops at district and provincial levels on how to mainstream child labour issues into poverty alleviation and the EFA framework. Workshop participants included local government agencies, universities and NGOs.

In Pakistan, 2,900 copies of the kit were printed and training was given to 2,500 teachers. In the project's second phase, another 4,500 copies were printed and distributed to 1,000 members of Parent-Teacher Associations.

In Peru, 190 trainers were trained in using the kit and then went on to train 850 teachers in their own schools. The teachers also developed their own strategy to combat child labour, including establishing education programmes for parents.

In Brazil, the country's largest TV company offered to print a large number of the kits and distributed them to the 23,500 schools which benefited from their programme "Amigos da Escola" (Friends of School).

In Bangladesh, 750 teachers and 150 school managers were trained in using the kit.

In Egypt, the kit was translated in Arabic and guidelines and work plans for using them were discussed, including how to integrate the materials into the school curriculum.

In Nepal, the kit was adapted to the Nepali context for use in national training-of-trainer workshops organized by the teachers' unions (NTA and NNTA) on the issue of social justice.

### ***Relevance***

The teachers' kit has made a significant contribution as a mobilization tool in various project countries. Teachers

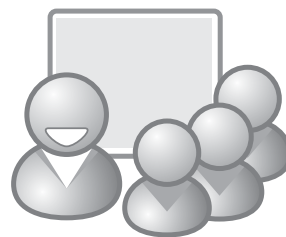
are among those who understand best which children in their community are at risk of dropping out from school and turning to child labour, particularly those often absent from class, those who perform poorly and show fatigue in class and those who have family-related problems. The kit equips teachers with relevant knowledge and tools to take action, helping to take advantage of their unique position in society.

### ***Sustainability***

Mainstreaming the kit into pre- and in-service training for teachers at the national level is the key to sustainability. In Pakistan, the Directorate of Primary Education agreed to make the kit part of the primary curriculum in Peshawar province. In Egypt, the guidelines and work plan for using the kit were prepared for a broader discussion on how to incorporate the kit into the school curriculum.

### ***Replicability***

The action programme on teacher training using the ILO-IPEC kit has had significant success in various parts of the world.



### **Enabling environment for the practice**

#### ***Strong teachers' organisation***

The presence of a strong teachers' organization, with available human and financial resources, has been essential in the success of this practice. For example, the Brazilian implementing agency, Centro de Estudos e Pesquisas em Educacao Cultura e Acao Comunitaria, is an EI affiliate. Its national network of 29 branches was mobilized to apply and work with the kit. In Bangladesh, all three teachers' unions involved in the programme were also EI affiliates.

#### ***Legal status of the teachers associations***

In Bangladesh, at the point when project contract was ready to be signed with the three teachers' associations, it was found that they were not legally registered trade unions with the government. In order to resolve the issue, ILO-IPEC had to work closely with the ILO Procurement Department (which approves all ILO

contracts), the ILO Area Office in Dhaka, the ILO Bureau for Workers' Activities (ACTRAV) and the Regional Office of EI in Kuala Lumpur. The EI Regional Office was asked to stand guarantee for the project, which was then implemented by a joint project committee including representatives of the teachers' associations. The project committee reported simultaneously to ILO-IPEC and EI. It was a lengthy and convoluted process and any teachers' association interested in carrying out this practice should pay attention to this issue in their project planning.

### ***Cooperation of national stakeholders***

In Brazil, the cooperation with the national institute responsible for teacher training inspired widespread discussion on pedagogical issues related to teacher training and their commitment to mobilize their national teachers' network to work with the kit. In Tanzania, TIE's full engagement not only resulted in the leveraging of their expertise, but also enhanced the kit's legitimacy and credibility in the eyes of teachers. It is worth noting that this willingness to cooperate is not something that might happen automatically or easily, particularly if institutions responsible for training teachers feel as though their role is being taken over by the initiative. Sensitive and appropriate negotiations and discussions are required to ensure that all partners take ownership of the practice.

### ***Teachers' working conditions***

Working with the teachers' kit imparts the fundamental concept of children's right to an education which, in turn, is linked to the need to improve the quality of teaching. In this respect, it is vital for the practice to be integrated into the broader environment of actual working conditions of teachers in the country concerned. It is important to be realistic about the "package of incentives" for teachers, including sound education management and monitoring systems, teachers' status, a salary

commensurate with the cost of living, availability of adequate teaching materials and equipment, and so on. The issue of teachers' working conditions is a critical component of projects designed to raise awareness of teachers through the kit. Good working conditions underpin the success of the practice. For example, teachers in Bangladesh are among the lowest paid civil servants which impinges on their motivation and commitment to create a better learning environment with no additional support from the government. In such circumstances, involving teachers in projects to eliminate and prevent child labour is a challenge. Nevertheless, efforts are underway in Bangladesh to build up a coherent teachers' movement to tackle the child labour issue.

### ***Political factors***

Political instability and the politicisation of the education system can challenge the success of the practice. For example, private schools in rural areas in Nepal have been forced to close because teachers are targeted by Maoists for political reasons.



## **Implementation of the practice**

### ***Adaptation and translation of the kit***

The adaptation of the kit has usually been done by the respective national pedagogical institute or, in some cases, by a teachers' association or university which possesses the relevant expertise and understanding of the local context. The choice of language is an important element, especially in multi-lingual/ethnic countries. For example, Kiswahili was chosen for Tanzania and Kenya, not only because it is the official language but also because it is spoken by almost all pre-school age children, especially in urban areas.

In Bangladesh, the kit was adapted and translated into the local language, Bengali, and was supplemented with posters, leaflets, stickers, a child labour handbook and board games as campaign materials.

The adaptation in Nepal included inserting guidelines for quality teaching, legal information as well as recreational and awareness-raising materials. It was widely disseminated to also promote participatory learning approaches in schools.



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In Brazil, the adaptation of the kit took into consideration the fact that teachers in the poorest regions did not receive sufficient professional training.

In other projects too, the kit was translated into the local language and adapted to local contexts.

### ***Consultations and pilot tests***

Legitimacy and credibility of the teachers' kit are issues to be considered in ensuring its widespread acceptance, especially in cases where there is no national pedagogical institute that can take on the task of adaptation, translation and testing. Pilot testing the kit with the target group is critical prior to using it to train teachers more extensively. For example, in Pakistan, the University of Peshawar set up a working group to implement local adaptation and regular reviews of the teachers' kit. This group included a wide range of institutions and individuals beyond the group of immediate project partners. This contributed significantly to a high level of acceptance of the kit.

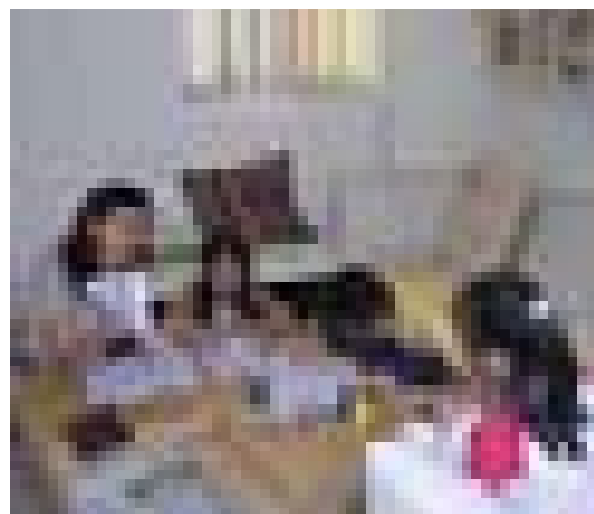
In Egypt, an expert consultative group was established which comprised representatives of the Ministry of Education, the teachers' union and a university. This group was responsible for the selection of the organizations, schools and teachers to participate in the sensitization programme.

In Bangladesh, the kit was adapted by the Teachers' Joint Project Committee on Child Labour which was formed by the three teachers' unions. This also contributed to the quality and legitimacy of the adapted kit.

### ***Training-of-trainer (TOT) strategies***

The TOT approach has been central to project design and delivery. The TOT teams at district and community level have been the key to sustainability and multiplied impact at various levels in the countries concerned. For example, the Tanzania Institute of Education (TIE) trained the initial group of trainers, including members of the teachers' union, school teachers and curriculum developers. This group of trainers acted as catalysts for further training in their respective areas of work. The members of the teachers' union and other school teachers trained grassroots-based facilitators from their organizations and other teachers to use the kit to sensitize school children and community members. The curriculum developers were responsible for mainstreaming child labour into the school curriculum. Members of the Forum of Women Educationalists (FAWE) were also trained to implement similar action programmes.

In Pakistan, the Directorate of Primary Education was mobilized to identify master trainers from among outstanding school teachers in Peshawar, Nowshera and



Charsaddah districts. The master trainers attended TOT workshops conducted by a group of experts, including education department staff, an eminent lawyer and ILO-IPEC project staff. Following the initial TOT programme, the Directorate selected primary school teachers to receive training in using the kit in their schools.

In Egypt, a two-day workshop was organized for teachers and social workers. Following this, the participants relayed the messages to their schools and communities through classroom discussion on children's rights and through meetings with parents, other teachers and community members to discuss reasons for school dropout and other related issues. A seminar was organized at the Menia University with decision makers and school representatives. Trained social workers and teachers also visited children at risk and warned against the dangers of child labour.

In Bangladesh, the Teachers' Joint Project used the kit for awareness-raising campaigns about negative consequences of child labour and the benefits of education. The project trained resource persons who organized meetings with teachers, students, parents, community leaders and working children.

In Nepal, the NTA and NNTA organized a national workshop for training resource persons who, in turn, trained teachers throughout the country on the issue of social justice and using the kit.

In Peru, two national and four municipal forums and six teacher training workshops were organized in Cusco, Lima, Arequipa, Iquitos and La Libertad. Each teacher attending the workshop went on to train a further ten teachers in their own school. It is also worth noting in this project that issuing an "attendance certificate" for the workshop played an important role in motivating teachers' participation in the training because these certificates have a value in their career development. While this revealed the low levels of awareness among



teachers about child labour, it also alerted the implementing agencies to the need to understand the situation of social actors participating in the action programmes as a starting point in persuading them to be effective partners.

In Brazil, public municipal schools in three municipalities of the state of Pernambuco (north-eastern region) and three of the state of Goiás (middle-western region) were chosen to select which schools will use the teachers' kit.

In the Philippines, teacher training activities were conducted to strengthen the capacity of the members of the teachers' union to raise awareness in their schools. The training focused on helping the teachers use the kit to prepare for and carry out school-based and student-centred advocacy campaigns. In order to further promote the teachers' kit among other stakeholders and ILO-IPEC partners, copies were given to UNICEF, UNESCO, the Ministry of Labour Youth and Sports Development, the Ministry of Education and Culture, teachers' resource centres and NGOs engaged in children's welfare.

### ***Monitoring quality of the teachers' kit***

In Tanzania, initial feedback from end users of the kit was positive, stating that the language and messages were accessible and clear, that it was useful to have printed copies, audio-visual aids, and so on. However, there were also comments that led to some constructive improvements. An evaluation was carried out through a questionnaire distributed to 150 primary school teachers.

In Egypt, teachers, social workers and union leaders met in Menia to review the implementation, achievements and the lessons learned.

In Brazil, each teachers' kit includes a questionnaire to be filled in by school principals or the pedagogical co-ordinator of each participating school.

### ***Monitoring impact of the training***

In Pakistan, a database has been established for tracking and assessing the impact of the training on the kit in terms of enrolment and dropout rates in the schools where the teachers had attended the training. After the training, project staff collected data from the participants on numbers of teachers and enrolled students in their schools. This information was entered into the database and served as baseline data for evaluation. Following this initial data collection, teachers subsequently report directly to the district education officer the number of newly enrolled students and the number of dropouts in September and March, key dates in each school semester. The project aimed to reduce the school dropout rate by seven per cent.

In Brazil, an evaluation was done by the Departamento Intersindical de Estatísticas e Estudos Socioeconômicos (DIEESE) on the use and adequacy of the kit in schools.

### ***Mainstreaming***

In order to maximize the potential benefit of this training tool, it is vital that the training is mainstreamed into the Ministry of Education's own teacher training programmes. This has yet to be done in many countries in order to ensure sustainability.



For more information

### ***Other documents***

- "Combating child labour through education", ILO-IPEC, Geneva

### **Bangladesh, Brazil, Egypt, Kenya, Nepal and Tanzania**

- Annual reports and various progress reports on the "Integrated Programme for Building Partnerships and Capacity Against Child Labour", ILO-IPEC
- "Action against child labour through education and training - Final project evaluation report", Tone Skaug, Evy Boverud Pedersen and Soren Swensen, ILO and the Government of Norway, May 2003

## Indonesia and Thailand

- Project briefs, various technical progress and status reports on the programme “APEC Awareness-raising campaign - Eliminating the worst forms of child labour and providing educational opportunities”
- Internal independent desk review evaluation of the above project, Draft 1, January 2004

## Kenya

- “Thematic review of IPEC education and skills training action programmes in Kenya”, Paul A. Ogula, Nairobi, August 2003
- District reports on in-service training of teachers on combating child labour through the primary school curriculum and teacher training, KIE, January 2002
- “Teachers’ handbook - Curriculum packages for combating child labour through the primary school curriculum and teacher training”, KIE, April 2001
- “Needs assessment survey reports on combating child labour through the primary school curriculum and teacher training”, KIE, October 2000

## Pakistan

- “Project evaluation - Combating child labour through education and training in Peshawar, Pakistan”, Walter Aschmoneit and Fawad Usman Khan, Peshawar, Pakistan, July/October 2001
- “Action against child labour through education and training - Final project evaluation report”, Tone Skaug, Evy Buverud Pedersen and Soren Swensen, ILO and the Government of Norway, May 2003

## Peru

- “Thematic review of IPEC’s action programmes in Peru and Colombia on skills training, formal and non-formal education, Walter Alarcón Glasinovich, ILO-IPEC, Lima, Peru, July 2003

## Philippines

- “Thematic review of ILO-IPEC skills training, formal and non-formal education activities in the Philippines”, Divina M. Edralin, June 2003

# Mobilization of Teachers' Organizations to Combat Child Labour



## Context

Teachers and their representative organizations have important roles to play in the prevention of child labour through education. Through their representative organizations, teachers can contribute in many ways, for example:

- through establishing and supporting child labour monitoring systems within the school and the community;
- by setting up support networks among other teachers and within the community;
- by working closely with governments, local education authorities and NGOs within special programmes set up to reach out to school children and child labourers;
- by mobilizing within their organizations to raise awareness, monitor situations and press for appropriate reforms within the education system in order to achieve universal primary education;
- by mobilizing other organizations within the wider trade union movement around the interrelated issues of child labour elimination and the achievement of education for all.

ILO-IPEC, UNESCO and UNICEF have worked closely together with Education International (EI)<sup>4</sup>, the Global Union Federation (GUF) of teaching and education personnel worldwide, to enhance collaboration with this critical group of professionals through the development of resource material to support their work in the field of child labour and education. The agencies have acquired experience in mobilizing teachers, educators and their organizations, sensitizing them to the problems and needs of working children and in replicating good practices across a number of countries. As a founding member of the Global Campaign for Education (GCE), EI continues to collaborate closely with the ILO-IPEC and UNESCO in this field of activity, including through its own promotion of Global Action Week on EFA each year and in working with ILO-IPEC to promote activities around the World Day Against Child Labour.

An important issue in this area of collaboration is that of improving teachers' working conditions and their status and implementing the Joint ILO/UNESCO Recommendation Concerning the Status of Teachers (1966)<sup>5</sup>. UN agencies and other international organizations acknowledge the challenges facing the teaching profession worldwide, which have not necessarily lessened over time. Teachers and educators who are primarily responsible for providing education to children from poor families in rural or urban areas are faced with considerable problems, such as the lack of the most basic facilities, materials, training and support systems. Often, their working conditions are poor and they assume demanding workloads without adequate compensation and recognition for their efforts. Linked with these problems is a key issue facing education systems today, that of an increasing shortage of teachers and the challenge of retaining teachers in the profession. These combined difficulties inevitably have a significant impact on the overall delivery and quality of education.



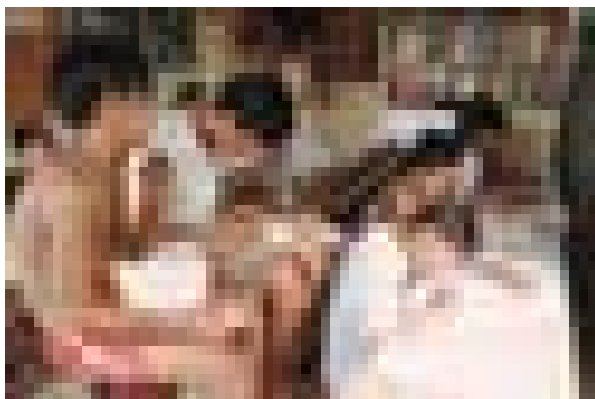
## Countries involved and programme details

his good practice has been elaborated on the basis of the consolidation of two action programmes in eleven countries: Bangladesh, Brazil, Chile, Indonesia, Kenya, Mali, Nepal, Peru, the Philippines, Romania and Tanzania. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Action against child labour through education and training", implemented by the Teachers' Joint Project on Child Labour in Bangladesh; the National Confederation of Workers in Education (CNTE) in Brazil; the Teachers' Association (PGRI) of Bojongloa Kidul, Indonesia; the Kenya National Union of Teachers (KNUT); the Syndicat National de l'Education et de la Culture in Mali; the Nepal Teachers' Association (NTA) and Nepal's National Teachers' Association (NNTA); the Sindicato Unitario de Trabajadores en la

<sup>4</sup> Education International (EI), [www.ei-ie.org](http://www.ei-ie.org).

<sup>5</sup> The implementation of the Joint ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and Recommendation concerning the Status of Higher-Education Teaching Personnel (1997) is overseen by the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART).



Educación de Peru (SUTEP); the National Alliance of Teachers and Office Workers (NATOW) and the Alliance of Concerned Teachers (ACT) in the Philippines; the Confederation of Romanian Democratic Trade Unions (CSDR) and the Federation of Free Trade Unions in Education (FSLI) in Romania; and, the Forum for African Women Educationalists (FAWE) and the Tanzanian Teachers' Union (TTU).

- “Acción contra el trabajo infantil a través de la educación y la movilización (2001)”, implemented by Colegio de Profesores, Chile.



## Brief description of the practice

In order to leverage the unique position of teachers' organizations, ILO-IPEC collaborated closely with another ILO unit, the Bureau for Workers' Activities (ACTRAV), and the global teachers' organizations Education International (EI) and the World Confederation of Teachers (WCT) on an interregional project called “Action against child labour through education and training”. ILO-IPEC supported teachers' organizations in eight countries (Bangladesh, Brazil, Egypt, Kenya, Nepal, the Philippines, Peru and Tanzania) in this project to produce teacher training materials and to organize a series of teacher training to reach out to children at risk of child labour in school. This project bears testimony to the significant potential of teachers and their organizations in mobilizing a key stakeholder group in the critical interrelated fields of child labour and education. The project showed how this potential could be transformed into practical action that can have a deep and powerful positive impact in the long-term.

In addition, ILO-IPEC worked with teachers' organizations in Chile and Romania to develop teacher training on child labour issues, focusing on organizational mobilization and capacity-building for long-term action and

sustainability. In Mali, the teachers' organization designed model lessons on child labour issues and organized training for teachers and students to use them. As well as upstream action, teachers' organizations have also been contributing to carrying out direct action to improve the quality of education. In Indonesia, the teachers' organization in Bandung ran remedial courses to provide additional learning opportunities for children in areas where child labour in the footwear sector was rampant.



## Impact of the practice

### *Effectiveness*

In Bangladesh, three teachers' organizations joined together to provide training on child labour issues to 750 teachers and 150 school managers. In turn, these trainees sensitized 6,170 students and formed 30 child labour activists' clubs which ran programmes on combating child labour in their own schools throughout the year. Teachers, students, parents and community leaders were sensitized in 30 locations of Bangladesh and the impact of this programme was considerable. Awareness-raising activities on child labour issues reached nearly 1,600 parents and almost 500 community leaders, disseminating messages to support working and out-of-school children and to encourage them to enrol in and continue to attend school.

In Chile, the Colegio de Profesores trained 350 teachers on child labour issues through a series of workshops in different parts of the country which led to strong support from the organization for the national campaign against child labour.

In Indonesia, about 800 child labourers or at-risk children took part in remedial classes organized by PGRI members. These teachers were supported by selected and trained alumni students from the programme. The number of students involved in work decreased as they were obliged to spend more time studying. Among the 266 children who participated in the first phase of the project, 78 per cent (46 girls and 151 boys) continued to the state junior high school and 13 per cent (3 girls and 32 boys) continued to Islamic boarding school. The achievements of the children in the PGRI remedial programme had a positive knock-on effect on the overall achievement of all primary school students in the Bojongloa Kidul sub-district. This was evidenced by the increasing number of children continuing in higher



education and the improvement of their performance in the national final exams (EBTANAS or Ujian Akhir Nasional).

In Kenya, teachers, chiefs and trade unionists in five districts were sensitized on child labour and the need to eliminate it and get children into school. They helped 2,000 children stop working in fishing or commercial agriculture (harvesting miraa/khat or working in sisal plantations) and to go to primary schools or skills training centres. The success of KNUT's activities also mobilized local resources of educators, NGOs and the government. For example, in Taita Taveta, a Japanese NGO working in the area contributed books of a value equivalent to the financial input from ILO-IPEC to two project schools. In Siaya, agricultural extension workers and a local NGO provided technical advice to the project. In addition, many schools neighbouring the project schools were inspired to join the fight against child labour. For example, in Busia district, three schools not supported by the ILO-IPEC project formed Child Labour Committees (CLCs). In the Nyambene district where miraa (khat) is grown, there was only one project school but 13 others also became involved and created CLCs. These committees removed children from child labour in the fishing industry and brought them back to school. The principals of these schools exempted former working children from payment of school levies and income-generating activities were also set up to help provide additional support.

In Mali, 20 model lessons were designed and disseminated in 50 primary schools, benefiting over 5,000 students in the area.

In Nepal, consultative meetings involving trade unions and teachers' organizations resulted in the adoption of the "Dhulikel Resolution" which outlined common union policies and strategies on eliminating and preventing child labour. This document is now guiding trade union work in this field.

In Peru, SUTEP trained 190 teachers as trainers on child labour. In turn, these teachers returned to their schools and trained a further 850 teachers. The teachers' organization also developed a strategy to combat child labour, including establishing schools for parents. The strategy was designed to prevent child labour and encourage children to stay in school. The SUTEP programme identified 7,000 children at-risk as the target group.

In the Philippines, the ACT organized outreach programmes in universities to attract a large number of volunteer students to conduct research or other direct action on child labour.

In Romania, 324 rural school teachers were trained in pedagogical skills to prevent children from dropping out

of school for work. A change in teachers' attitudes and behaviour was observed following the training and it was noted that they no longer focused only on well behaved children with good grades, but also gave attention and additional support to children with lower grades. A further 150 union members attended training-of-trainers (TOT) sessions and enhanced the multiplier effect to train fellow teachers.

In Tanzania, the TTU trained 12 member teachers to facilitate the further training of 144 master trainers from 72 schools in three districts. In addition, FAWE trained nearly 2,000 members of various community bodies, such as school committees and village governments, in three districts and also trained about 100 district child labour committee representatives.

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### ***Efficiency***

Training teachers and educators as catalysts is a cost-effective way of reaching out to large numbers of students and, through them, to entire communities, such as in the case of programme in Romania. The TOT approach and establishment of action committees sparked off a significant multiplier effect as the trained educators were able to act as trainers and agents of change in schools, in their trade union organizations and networks and within the local authorities.

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### ***Relevance***

Strong teachers' organizations are in a position to be powerful advocates for education policy reform, including free and meaningful primary education and an improvement in the quality of education and teacher training. As such, they can do much to improve the situation of increased access of poor families and their children to better quality education.

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### ***Ethical***

The strengthening of teachers' organizations can not only contribute significantly to the elimination and prevention of child labour, but it also ensures the promotion of the core ILO Conventions and fundamental labour standards, particularly the Joint ILO/UNESCO Convention on the working conditions and status of teachers.

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### ***Sustainability***

The strong capacity-building element in this collaboration with teachers' organizations guaranteed the long-term sustainability of these programmes. Of particular value in this process was the TOT approach which built up core groups of catalyst teachers and advocates within the education system in various countries. At the national level, trained teachers and educators who are union members continue to influence education



policy-making and implementation concerning free compulsory education, curriculum development, teachers' working conditions and teacher training. This was notably the case in Bangladesh, Kenya, Peru, Romania and Tanzania.

The extensive national network and presence of teachers' organizations also facilitated mobilization activities at the local level. Once the teachers and school administrators acquired knowledge about child labour and improved their teaching and advocacy skills, they continued to conduct school-based training and awareness-raising activities with their colleagues and students long after the ILO-IPEC programme had ended. This has been the case in the programmes in Bangladesh, Brazil, Egypt, Kenya, Nepal, the Philippines, Peru and Tanzania.

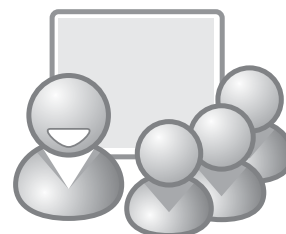
The most effective guarantee of sustainability would be through lobbying the national education authorities to mainstream the programme into education systems and processes. In the case of Mali, the National Director of Primary Education issued a communiqué instructing educational institutes in the country to officially integrate the model lessons into the teaching schedule. In addition, the mainstreaming of the model lessons in the national curriculum was included in the work plans of the education authorities.

Some concrete, practical outcomes of various programmes also attracted government support and enhanced the prospects of sustainability. In Indonesia, the government's attention was captured by the fact that the programme resulted in improved students' performance and enhanced quality of elementary education. As a result, the government enlisted the support of PGRI to generally improve education in the targeted district. The PGRI programme encouraged teachers, community members and local government officers to be proud of their children's achievements and this spurred greater motivation for them to do even more for their children.

### ***Replicability***

The model of teachers' organizations mobilizing teachers to enhance the quality of education and to raise awareness about child labour has been widely replicated in numerous countries where teachers' organizations have a strong presence. These replications benefited from the support of interregional and individual projects. The extent of the replication was facilitated by the potential impact of the multiplier effect of teacher training and the simplicity of the approach itself and the manner in which it focuses on the ILO constituents. Sharing experiences among teachers' organizations also contributed to further replication. For example, the SNCE in Mali is planning to work closely with Directors of Education in other

African countries to look at how to replicate the model lessons. The Director of the Child Labour Bureau of the largest trade union in Turkey, the Confederation of Turkish Trade Unions (Turk-Is), was invited as a resource person for the TOT workshops organized by the CSDR for its members.



## **Enabling environment for the practice**

### ***Partnership with teachers' organizations***

The majority of the teachers' organizations in these programmes are affiliates of EI. Therefore, the close collaboration between ILO-IPEC and EI has been a key element in developing these programmes and mobilizing teachers and their organisations. In addition, the significant number of teachers and parents involved provided valuable human resources. This was particularly the case in countries where teachers are respected and are opinion leaders in the community. For example, the involvement of the much respected CNTE in Brazil was very important in negotiating the use of the ILO-IPEC Teachers' Kit in some municipalities, such as Recife and Olinda.

### ***Legal status of teachers' organizations***

In Bangladesh, in preparing to sign the project contract with the three teachers' associations, it was discovered that they were not legally registered trade unions with the Bangladesh government. In order to resolve this challenge, ILO-IPEC worked closely with the ILO Procurement Department (which approves all ILO contracts), the ILO Area Office in Dhaka, ACTRAV and the EI Regional Office in Kuala Lumpur. The EI Regional Office was asked to act as guarantor for the project, which was implemented by a joint project committee comprised of representatives of the teachers' associations. The project committee reported simultaneously to ILO-IPEC and EI. It was a lengthy and cumbersome process and it would be important to ensure that this aspect is included in project planning in future by teachers' organizations.

### ***Permission from authorities***

In some countries, the education authorities did not always grant the necessary permission for activities to be organized in selected primary schools. One solution to

this challenge was to identify other schools as participating partners in the programme. In order to avoid project delays, implementing agencies should allow adequate time for liaison and communications with the authorities.

### ***Need to improve teachers' working conditions and status***

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In some countries, such as Bangladesh, teachers are among the lowest paid categories of civil servants. Therefore, the motivation for teachers to create a better learning environment is lacking. In such circumstances, it can be a significant challenge to involve teachers in efforts to eliminate and prevent child labour. Nevertheless, even in Bangladesh where it was particularly difficult, efforts to initiate a coherent and effective movement among teachers are ongoing and being facilitated by working with the largest teachers' organizations.



## **Implementation of the practice**

### ***Mobilization and planning through national meetings***

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In Bangladesh, a national planning workshop on child labour was organized by EI in Dhaka involving the three Bangladeshi affiliates: the Bangladesh Teachers' Association (BTA), the Bangladesh Teachers' Federation (BTF) and the National Federation of Teachers' Associations (NFTA). These organizations joined forces to develop an action programme against child labour. They identified priorities and established a national plan of action to combat child labour in Bangladesh.

In Brazil, the CNTE held a national seminar for representatives of its affiliated education organizations. The Chilean Colegio de Profesores also organized a national seminar and the participants drew up a regional and national map of the distribution and classification of child labour. Based on this document, Colegio designed its teacher training plan, covering all regions of the country. The trained members subsequently organized training in their respective regions.

In Nepal, the NTA and the NNTA also developed a national plan of action aimed at enhancing their role and capacities in tackling the issue of child labour.

In Peru, SUTEP was involved in the project from the outset of the development stage. With technical support and suggestions from ILO-IPEC, the project proposal was elaborated and eventually implemented by the organization itself. This active participation gave the organization a strong sense of project ownership. An additional key component in the project's success was the initial training of ten of SUTEP's leaders.

In Tanzania, the Fawe programme focused on girl child workers. They collaborated closely with the TTU to focus on the enrolment and retention of girls by improving school environment and sensitizing the community on girls' education.

In the Philippines, the ACT used a community-based approach in advocating for reforms in educational policies and programmes. The NATOW programme, on the other hand, adopted a school-based approach.

### ***Making policy recommendations***

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In Bangladesh, based on a survey of over 1,000 teachers and students on the causes of child labour, the teachers' alliance made recommendations and prepared a memorandum which was submitted to the Minister of Labour and Employment and the Advisor to the Prime Minister for Primary and Mass Education in May 2003.

### ***Networking with strategic partners***

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In Bangladesh, the programme formed a Child Labour Expert Committee, including representatives from ILO-IPEC, the teachers' organizations, the Ministries of Labour and of Education, UNICEF, UNESCO and other relevant NGOs. The Committee reviewed and evaluated action programmes and reported to the National Steering Committee of the government of Bangladesh.

### ***Training teachers and preparing training materials***

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In Bangladesh, the teachers' alliance adapted and translated the ILO-IPEC Teachers' Kit into Bengali and complemented it with posters, leaflets, stickers and board games. They also trained teachers in formal schools and NFE programmes on how to use these materials and act as resource persons in conducting school-based awareness-raising activities. The materials were widely distributed to teachers, students, parents, community leaders and working children as a means to raise awareness on the negative consequences of child labour and the positive benefits of education.

The Colegio de Profesores in Chile organized a series of workshops throughout the country, using a three-module training programme it had designed for training

teachers. The programme emphasized the rights of the child, the invisibility of child labour and teaching activities for its prevention and elimination. The training was complemented by two support manuals for teachers: one on the process of awareness-raising, including theoretical background and information for the teaching community; and another containing teaching materials and examples of classroom activities.

In Nepal, the NTA and NNTA organized a national workshop for training resource persons who went on to train teachers throughout the country on social justice issues. It also adapted and translated the ILO-IPEC Teachers' Kit into Nepali for training purposes.

In Peru, two national and four municipal forums and six teacher training workshops were organized in Cusco, Lima, Arequipa, Iquitos and La Libertad.

In the Philippines, the NATOW developed materials based on ILO-IPEC's Teachers' Kit and conducted training for member teachers on how using the kit to carry out school-based and student-centred advocacy campaigns.

### ***School-based and community-based awareness-raising***

The Bangladeshi teachers' alliance carried out extensive awareness-raising activities to train teachers and students to be 'child monitors' in the school and communities. The school-based activities were jointly planned and conducted by teachers and students and included games, debates, drama, painting competitions, wall magazines and rallies. They also made home visits to other children in the communities around the schools and successfully motivated nearly 900 children to enrol.

They also managed to raise scholarships or have school fees waived and provided free school uniforms and text books to enable children to go to school.

In Mali, SNEC's pedagogical commission, in cooperation with the National Centre for Education, tested the pedagogical and technical integrity of the model lessons. A three-day training workshop was organized for 30 civic education teachers from ten selected schools. These teachers in turn organized training for 50 pupils from their schools (five from each school) who relayed the messages to 50 other primary schools.

In Tanzania, Fawe conducted community training in Masasi, Sengerema and Ngorongoro. They produced and distributed posters, leaflets and T-shirts to raise awareness on child labour within the communities. Following an initial training workshop on child labour, the TTU developed its own child labour policy and carried out a TOT programme for master trainers to sensitize community members, train peer educators in schools and ensure an attractive and conducive school environment for increased school enrolment and retention. TTU also pushed the government to abolish school fees and other mandatory financial contributions in primary schools.

In the Philippines, the ACT focused on reaching out to child workers in Sta. Mesa Manila. The organization raised the awareness of the university's community outreach programme on the presence and needs of child workers in communities near the university campus. The NATOW programme designed and implemented a school-based project that showcased student-centred advocacy strategies directly and indirectly responding to the child labour situation, including making posters, developing slogans and essay writing competitions.



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## Direct action programmes

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In Indonesia, teachers, alumni students and community leaders involved in the programme were given detailed preparatory briefings prior to facilitating remedial classes. The remedial programme ran for three days a week with three hours of instruction per day. The course content was based on learning packages developed by the Ministry of National Education covering primary school subjects. A monthly meeting is held to allow resource persons and stakeholders to discuss issues and challenges during the remedial courses. The teachers and alumni students also recorded absentee rates and the school performance of each child. This data was then entered into the database managed by the teachers' organization which subsequently reported to the local community organization and local government at sub-district level.



For more information

## Web-based documents

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- ILO-IPEC fact sheet on “How IPEC works with teachers”: [www.ilo.org/public/english/standards/ipec/publ/download/factsheets/fs\\_teachers\\_0303.pdf](http://www.ilo.org/public/english/standards/ipec/publ/download/factsheets/fs_teachers_0303.pdf)

### Brazil

- National Confederation of Workers in Education (CNTE): [www.cnte.org.br](http://www.cnte.org.br)

### Chile

- Colegio de Profesores: [www.colegiodeprofesores.cl](http://www.colegiodeprofesores.cl)

### Peru

- Peruvian Single Education Union (SUTEP): [www.sutep.org.pe](http://www.sutep.org.pe)

### Tanzania

- Forum for African Women Educationalists (FAWE), Tanzania Chapter: [www.fawe.org/content/Chapters/faweta.html](http://www.fawe.org/content/Chapters/faweta.html)

## Other documents

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- Annual reports and various progress reports on the “Integrated programme for building partnerships and capacity against child labour” ILO-IPEC, Geneva, 2000-2002
- Final project evaluation report of “Action against child labour through education and training”, ILO - Government of Norway, May 2003

### Bangladesh

- Internal documents, various project progress reports on “Mobilizing teachers, educators and their organizations in combating child labour in Bangladesh”
- “Thematic review - Bangladesh country report”, Usa Duongsaa, Faculty of Education, Chiangmai University, Thailand, 2003

### Chile

- “Sistematización de experiencia en metodologías pedagógicas par la prevención y erradicación paulatina del trabajo infantil”, ILO-IPEC, Lima, Peru, 2001
- “Sistematización del proyecto: Acción contra el trabajo infantil a traves de la educación y la movilización”, Colegio de Profesores de Chile, Chile, 2001
- “Desk review of ILO-IPEC action programmes with an important component in education”, ILO-IPEC, Geneva, September 2001

### Indonesia

- Final evaluation report of “Programme to combat child labour in the footwear sector in Indonesia”, Maria Yohanista Erowati, December 2001
- Internal documents, project documents and progress reports of the projects: “Programme to combat child labour in the footwear sector in South East Asia - Phase I” and “Fishing and footwear sectors programme to combat hazardous child labour in Indonesia - Phase II”, ILO-IPEC, Indonesia

### Kenya

- “Thematic review of ILO-IPEC education and skills training action programmes in Kenya”, Paul A. Ogula, Nairobi, August 2003
- “Education and training project in Kenya - Summary of activities, findings and recommendations of the first phase of the Kenyan programme”, Paper presented at a workshop for the development of a model of intervention for education and skills training in Geneva, Switzerland, 28-30 October 2003, Paschal Wambiya, ILO-IPEC, Kenya

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- Progress reports of the action programme “Mobilizing teachers, educators and their organizations to combat child labour through education and training, with special emphasis on fishing, sisal and mirraa (khat) sectors”
- Various workshop reports, Paschal Wambiya, ILO-IPEC, Kenya

#### **Peru**

- “Thematic review of ILO-IPEC’s action programmes in Peru and Colombia on skills training, formal and non-formal education”, Walter Alarcón Glasinovich, ILO-IPEC, Lima, Peru, July 2003

#### **The Philippines**

- “Thematic review of ILO-IPEC skills training, formal and non-formal education activities in the Philippines”, Divina M. Edralin, June 2003
- Brief on Norway Project - Philippines, internal files

#### **Romania**

- Final evaluation report of the “National programme on the prevention and elimination of worst forms of child labour in Romania”, June 2003
- Report on the mini-programme “Strengthening the capacity of the Confederation of Romanian Democratic Trade Unions to combat the worst forms of child labour”, ILO-IPEC, Romania, November 2001-February 2002
- Programme outline of the mini-programme “Strengthening the capacity of the Confederation of Romanian Democratic Trade Unions to combat the worst forms of child labour”, ILO-IPEC, Romania, December 2001



Non-Formal and Transitional  
Education Approaches



# Transitional Non-Formal Education as a Bridge for Working Children to Reintegrate into Formal Schools



## Context

ILO-IPEC's non-formal or transitional education programmes have enabled former child workers to "catch up" with their peers who began their schooling at the appropriate age. However, there should always be a strong link between such rehabilitation programmes and the formal education system, since basic education will ensure opportunities for further education and employment. For this reason, forging close links between interventions with the aim of rehabilitating existing child labourers and those that aim to prevent children from being drawn into child labour is central to ILO-IPEC's education strategy.

Educational interventions for children removed from hazardous work are related to the approximate age of the child and depend on the level of his/her literacy and psycho-social development, as well as the age brackets defined by the child labour-related conventions. Experience has shown that transitional education in isolation has not necessarily ensured opportunities for further education or employment for former working children, which is why swift reintegration into formal schools or vocational training is vital.



mere stranger

"Bridge schools" or intensive transitional education programmes aim to help former working children catch up for the years they have "lost" in working without going to school. This enables them to reach an academic level where they can enrol in formal school to follow the course and curriculum appropriate to their age, psycho-social development, literary and learning level and to adapt to the environment of formal school. Bridge schools or transitional education programmes have emerged in different countries in response to local needs and these programmes have seen many innovations and outstanding results in multiple contexts.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of ten action programmes in four countries: Brazil, India, Mongolia and Nicaragua. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Education, vocational initiation and cultural training for informal sector child workers", "Monitoring and training of educators", "Dissemination of the Centro Projeto Axe approach to rehabilitate street children", and "Dissemination of Centro Projeto Axe methodology in the state of Bahia", implemented by Axe Project, Centre for Protection and Defence of Children and Youth, Brazil.
- "Elimination of child labour through the universalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District", implemented by M.V. Foundation, India.
- "Child labour free zones in six selected areas of Calcutta City and their transition to non-formal education to formal schools", implemented by CINI-ASHA, India.
- "Providing educational alternatives to scavenging children in Ulaanbaatar and improving the awareness of the local community" and "Removing children from scavenging and preventing children from hazardous labour", implemented by the Mongolian Red Cross (MRC), Mongolia.



- “Preventing child labour in the informal sector through providing educational, skills training opportunities and awareness-raising activities”, implemented by the Mongolian Association for Rural Children Development (MARCD), Mongolia.
- “Erradicación paulatina del trabajo infantil en el pueblo indígena de Sutiava”, implemented by the Foundation for All-Rounded Development of Indigenous Women of Sutiava - Fundació Xochil Acalt, Nicaragua.



## Brief description of the practice

The M.V. Foundation (MVF) in India is a local NGO that aims to eliminate child labour through the universalization of quality education. It started working in the Ranga Reddy district of Andhra Pradesh in 1991. Since then, its model of four to six months residential bridge camps which prepare children for formal schooling, together with its ardent mobilization for social change, have had significant success and have been widely replicated throughout the state of Andhra Pradesh. CINI-ASHA, another NGO based in India, focuses on street children and their protection. They embarked upon an action programme which linked the elimination of child labour to schooling. Following the MVF model, CINI-ASHA considered every child out of school as a potential child labourer and it worked to help them reintegrate into formal school through bridging courses.

In Mongolia, ILO-IPEC helped the Mongolian Red Cross (MRC) to organize classes in a special transitional education and development centre where vulnerable children enjoyed studying and spending some time until

they went home. The programme targeted scavenging children coming from very poor and marginalized families living on garbage dumps in Ulaan Baatar. Some of the children were working almost all day at the dumpsites with their families, while others were working during weekends and before and after school. In addition, the Mongolian Association for Rural Children Development (MARCD) developed a non-formal education programme for children from poor families who had migrated from rural areas to Ulaan Baatar. The programme was designed to help the children move eventually into the formal school system or, depending on their age, to find decent work.

In Latin America, examples of successful bridge course programmes were also found in Brazil and Nicaragua. In Bahia state in Brazil, the Axe Project offered primary school-age children remedial classes to help them enter the formal school system. It also worked with teenagers, teaching everything from dance and printing techniques to remedial education, to provide “a transition from a street past to a citizen present”. In Nicaragua, the Foundation for All-Rounded Development of Indigenous Women of Sutiava (FARDIWS) put together a comprehensive education programme to help indigenous children mainstream into formal school.



## Impact of the practice

### *Creative*

All organizations showed considerable creativity in seeking out the most appropriate pedagogical methods and transitional education programmes to help the target group of working children to return to mainstream formal school.

### *Effectiveness*

In India, in spite of relatively limited financial support from ILO-IPEC, the effectiveness of the MVF bridge course was evidenced by the fact that, over a decade, the programme had been implemented in more than 6,000 villages, covering 137 mandals in 11 districts of Andhra Pradesh. Around 45,000 child labourers had been educated in the bridge camps in that time.

In Mongolia, the integration of children from the NFE programme to formal secondary school worked well. By the end of Phase I of the MRC's programme, almost all

the children had stopped their scavenging activities. Out of the total of 53 children in the programme, 22 moved on to formal school and five older children (aged 16 to 17) were mainstreamed into skills training programmes and job placements. In Phase II, 55 out of the 73 children targeted were integrated into formal secondary school and 18 started vocational training. At the time of preparation of this publication, the third bridge course had started, targeting 28 children aged 8 to 16 (about 60 per cent boys and 40 per cent girls). In the MARCD programme, 100 children were given access to NFE programmes and around 50 of them were subsequently integrated into regular schools.

The Brazilian Axe Project has also achieved international recognition for its imaginative educational work with street children. It has been implemented in about 15 municipalities within the state of Bahia where there were a significant number of street children. Since it began in 1990, more than 2,500 boys and girls have participated in the Axe Project and 768 children have returned to their homes. The main outcome of the project is that the children start believing in themselves, build their self-confidence and self-esteem and can begin to look forward to a better future.

In Nicaragua, the programme in Sutiava provided bridge courses to 94 children who were subsequently integrated into formal education. The school retention and promotion rates of these children were 90 and 85 per cent respectively as they had more time and were better able to study because of the remedial classes provided by the programme. The children showed strong progression in self-esteem, self-confidence, responsibility, discipline and honesty and were more conscious of their rights. They also made advances in their personal and social development and showed better overall motivation, such as a greater interest to study, attention to their personal appearance and strong participation in extra-curricular formative activities. Some have elevated their academic aspirations, because they no longer just wanted to learn trade, but also to get a college education.

### **Relevance**

The bridge course strategy effectively fills the education gap between the day-to-day reality facing working children and the formal education system. The formal system does not usually take into consideration their special circumstances, for example, having missed school for years, having very low literacy and learning levels, being more mature than their age, trying to overcome their family's expectation for them to continue working, and so on. By offering an appropriate transitional education, the bridge courses provide working children with an opportunity to adjust themselves to formal school.

There is not one, single "recipe" for successful bridge course. Different target groups in different countries, and even localities, require different strategies. For example, the street children targeted by the Axe Project in Brazil required a completely different approach than the scavenger children living with their families in Ulan Bataah, Mongolia. However, one common element to all is that it is vital for the NFE programmes to be closely linked to formal schools or vocational training programmes to ensure rapid reintegration of these disadvantaged children into these formal education and training programmes.

### **Sustainability**

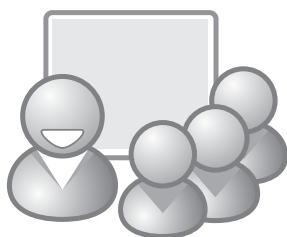
The MVF has been working in Andhra Pradesh since 1992 and continues to expand its influence. The state-led "Back to School Project" at district and state levels was a clear effort by the authorities to replicate the MVF model and MVF has been playing a significant role in providing technical support to this project. Having the state assume responsibility for such programmes has been the most effective way to ensure the sustainability of the bridge course strategy. In respect of the CINI-ASHA programme, the physical structures and amenities, such as water and electricity, were taken on by the community or the local schools in which the NFE courses took place.

A key aspect of this practice was that all of the implementing agencies were local organizations. Being an integral part of the community in which they worked also enhanced the sustainability of the bridge course approach.

### **Replicability**

An assessment report of ILO-IPEC's experience in India reveals that the MVF programme was replicated on a wider scale by the Department of Social Welfare of the government of Andhra Pradesh through its "Back to School Project" covering over 10,000 children each summer. The CINI-ASHA project was also a replication of the MVF model and they helped the Assam government in designing an intervention programme for deprived urban children.

The Brazilian Axe Project organised three seminars in the 1990s to disseminate and promote project's methodology in the areas of Juazeiro, Feira de Santana and Itabuna within the state of Bahia. Around 120 participants attended, including educators and NGO representatives from various municipalities within the state.



## Enabling environment for the practice

### *Influencing a “child-friendly” state policy*

The MVF project in Andhra Pradesh worked effectively at the political and executive levels in order to influence government policies on child labour. In particular, policy changes were made to facilitate the smooth transition from bridge courses to formal schools. These included facilitating the completion of formalities by school teachers; government authorisation for NGOs to issue birth certificates; and, a relaxation of precise admission dates to formal schools for children transiting from bridge schools.

### *Creating consensus among stakeholders*

In India, MVF faced a tough task initially in persuading parents to let their working children attend the bridge courses. But gradually over time, they created a social movement which sought to change values and norms so that the community members themselves started to manage their own programmes adapted to local circumstances. Popular support for the programme was raised through broad-based consultation within villages and

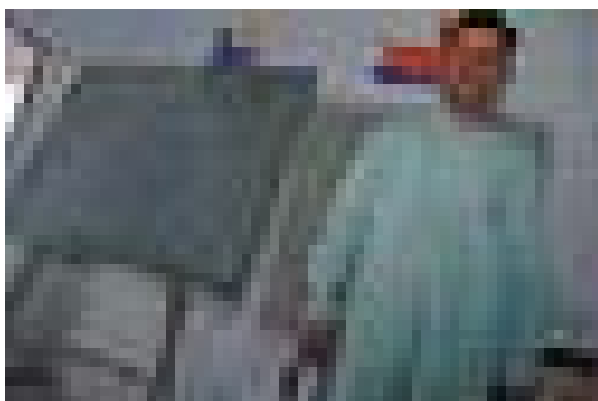
the establishment of various committees responsible for all aspects of the programmes. CINI-ASHA also conducted extensive mobilization efforts to convince parents to send children to school and also sought the support of local counsellors and youth leaders. Once a conducive social environment was established, there was considerable active support from the community, including raising funds.

In Mongolia, MRC organized regular meetings with parents and children to discuss the health risks of scavenging for children and the importance of being registered with the local authorities to ensure access to health care and education. Awareness-raising among working children, their parents and the community members preceded the implementation of NFE programme itself. Once the programme was launched, local bodies, including young people, government, school teachers, elected representatives, women and other officials, were set up to monitor all aspects of the programme, to attract girls to school, to alert children on the danger of dropping out and to review the overall performance of children in schools. These local mechanisms enhanced the community’s responsibility towards their children and fostered an atmosphere to encourage the education of children.

In the MARCD programme, the organization set up formal contractual relationships between stakeholders. The contracts with the schools ensured the commitment of teachers and school administration to the NFE training, while those with the families bound them to their commitment to send the children to school. This was crucial



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for the retention of the children in school because even though the children were interested in learning, the families were often less interested in doing so as they saw this as a loss of income from the children's work. This situation also suggested that much more sensitization work and adult education would be needed to change the mindset of the community. An important element of MARCD's work was in maintaining close communications with all the stakeholders, including school principals, teachers, the local government and the local governor, social workers, the district NFE centre, the families concerned and owners of small and medium enterprises in the area.

The Axe Project in Brazil focused heavily on pre-programme steps preceding implementing NFE activities, namely observation and approaching (of the children and the families) and solving the children's immediate practical problems. Pairs of street educators, usually one male and one female, established initial contact with the children. They went to the area where the street children were and observed their routine, rituals, activities, and so on. They went frequently to the same area and waited for appropriate moments to approach the children and start talking to them in order to understand the reasons why they lived on the streets. Afterwards, they helped the children get a valid identity card so that they would not need to be constantly on the run from the police. Medical and psychiatric care was also provided to the children.

As in the Brazilian programme, the sensitization of families, the municipality authorities of Leon and the indigenous people of Sutiava about the risks and repercussions of child labour preceded the NFE programme in Nicaragua. Frequent visits of social workers to the rural areas were organized to maintain a relationship of trust and confidence with the beneficiaries and to obtain the consent of council leaders to run the programme. The council's support was crucial to the success of the bridge courses and it included directors of different centres, students from the University of Leon, support teachers, social workers and members of the community themselves.

### *Physical location of the NFE centres*

In India, the organizations chose locations for the NFE centres that were near to the targeted area and population. CINI-ASHA, working in Muslim slums, used the places (Dhobia Talab) provided by the community. This created a stronger sense of ownership among those involved.

### *The special situation of girls*

In India, MVF sought to create greater isolation of girls from the work environment, including through the use of residential bridge course camps. Given the responsibility of sibling care that girls had to provide for the family, CINI-ASHA also allowed girls to bring younger siblings to preparatory classes in exceptional cases. They also tried to link the programme to existing child care services in the area. There were also girls from Muslim households in CINI-ASHA's bridge courses. In the initial stages of the programme, it was difficult to convince their parents to send them to formal schools because they were going to Madarsa for religious education. If they did not go to the Madarsa they would face difficulties in getting married. Therefore, many girls eventually attended both formal schools and Madarsa.



## Implementation of the practice

### *Bridge course format*

In India, the MVF organized short-term (for children aged 8 to 11) and long-term (for children aged 12 to 14) residential bridge camps. The short-term residential courses lasted for six months and the long-term courses for 18 to 24 months. The camp teachers prepared children up to 7th grade. CINI-ASHA organized transitional courses in its programme. There were day classes as well as residential camps. The latter were meant for children in difficult circumstances, what they called the 'hard core child labourers' where there was no home support for children to study, particularly for girls who might otherwise attend transitional day classes regularly but were prevented from doing so because of their household work. Bridge course materials were child-friendly, innovative and modern to ensure that learning in the classroom was interesting for the children. MVF provided academic support and follow-up in





the formal schools up to 10th grade through para-teachers. CINI-ASHA measured children's progress every three months and para-teachers prepared dummy test papers for these evaluations. The test results were shared with the parents.

Both organizations provided regular health check-ups in residential camps and had separate sick rooms. The teacher-student ratios were 1 teacher to 20-25 children. Extracurricular activities were also organized, including arts and crafts, drama and creative work. CINI-ASHA also arranged excursions for the children, such as visiting museums and other sites. In addition, children were taught about health and hygiene benefits and basic civic responsibility.

In Mongolia, the MRC's transitional NFE programmes were nine months long. The children were divided into groups according to their learning level and the curriculum was developed in consultation with NFE centres where the classes took place. In the NFE centres, the children studied, had lunch and spent time in social activities after classes until the evening. They also had health checks every month during the first three months and were provided with treatment and given classes on personal hygiene. As the children used to work on dumpsites, common medical problems included allergies, sore throats and other infections. When children missed classes, teachers immediately identified them and programme staff would organize family visits through the Parent's Council to try and persuade the parents to allow the children to return to the programme.

The NFE courses of MARCD were organized on the premises of district schools by school teachers. In the

beginning, children attended these classes very reluctantly and the main reason they came at all was the free meal that was being offered if they came. However, during the course of the training, the children became more and more interested in learning and ultimately began to think about their own future.

In Brazil, the Axe Project organized literacy courses in the places where the children worked or slept and motivated the children to participate in the NFE programmes. It took approximately 120 days for the children to learn to read and write, following which they were encouraged to pursue further education in formal schools. The children who participate in the Axe Project receive three meals a day and a transportation voucher. A socio-legal defence programme has been set up where the children receive legal assistance.

In Nicaragua, the children in Sutiava followed bridge courses and training in which the pupil-teacher ratio is low (usually four students per teacher). The children would then be assessed by a regional school and integrated into the formal system. Children who had learning difficulties attended fulltime bridge courses to prepare themselves for reintegration into formal school in the following academic year. They also attended workshops on social skills to improve their aptitude in self-evaluations, goal setting and having a different vision about themselves and their family. They were also provided with a birth certificate, health care, educational support and school supplies.

### *Special NFE curriculum*

MVF found that older children were unwilling to enter class 1 and sit with the young children there. This led them to experiment with innovative teaching methods and teaching materials which ultimately became the "bridge courses". The NGO was amazed through these courses at how these older children were able to master competencies so quickly and how much energy and commitment they put into their work. The NFE curriculum aimed at ultimately merging with the formal school curriculum to allow a smooth transition from one to the other. In the first few months of the programme, a special bridge course curriculum was used. In the months that remained, teaching was based on formal school text books. Indeed, a formal session of introducing text books for these children was part of the bridge course manual. The teaching material developed by MVF used children's own experiences and stories as the starting point, allowing children use association techniques to make learning more straightforward and contextualised.

CINI-ASHA also developed its own course manual and materials in the local language. These were subjected to a rigorous testing process to ensure they would be



effective in terms of teaching and learning. Both MVF and CINI-ASHA use the logographic method of teaching using pictures and sentences rather than through alphabets and rote learning. The children learned much faster through games, exploring and inventing. They also required reasonable language skills for formal skills. Within one year's time, the children (aged between 5 and 14) were prepared for formal school curriculum appropriate to their age.

Among the teachers and children in the MVF programmes there were many from the Lambadi tribes who spoke colloquial Telugu, quite different from the textbook literary Telugu. The CINI-ASHA's target group was essentially from the Muslim community and the children spoke Urdu. The formal schools in which they would eventually be integrated used Bengali as the language of instruction. In both cases, it meant that the teachers needed to constantly interact with children in formal Telugu and Bengali in order to expose them to the languages used in formal schools. In addition, the NFE materials needed to be developed in all three local languages, Bengali, Hindi and Urdu.

In Mongolia, the MRC organized educational and recreational activities in accordance with the interests and ages of the children. Children were received meals and were placed in summer camps. They watched videos, visited museums, shows, sport events and cultural performances. These activities are essential in fostering

self-esteem and developing meaningful relationships. Socialization and building self-esteem were crucial in preparing the children for integration into local communities, particularly schools, because they were often stigmatized and felt neglected, especially when they were subjected to discrimination by teachers, parents and some children in the formal schools.

In Brazil, the Axe project adopted the 'pedagogy of desire' approach to stimulate children to "dream and wish" and to offer a number of concrete opportunities to help children realize these. Education was a continuous and gradual process which sought to help children substitute their "street culture" with a new one based on citizenship, rights and desire for transformation. Depending on the age, psychosocial and physical conditions of the children, and with an emphasis on their personal and social development, the pedagogical approach valued work and aroused the desire of the children to learn about other dimensions of work. Apart from literacy in the strict sense, the NFE courses also emphasized other means of self-expression, including sound, corporal expression and photography. Therefore activities were organized including music, dance, circus performances and handicraft production. Children not only learned to read and write, but they were also taught skills such as silk-screening T-shirts or making recycled paper products. The Axe project even set up a circus school where children learned how to juggle, be a clown or fly on a trapeze.



### ***Training bridge course teachers***

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It is the experience of MVF that often ‘natural’ leaders emerge through their community work, such as village-level meetings and advocacy and mobilization activities. Once individuals are selected to be teachers, they go through an initial training period of 20 days which covers language, mathematics, sciences and review meetings. Following this was a further ten-day training on issues related to child sensitivity, adolescence, and so on. These were usually arranged over week-ends and during holidays. Most of these teachers had experience in dealing with parental resistance against education. CINI-ASHA selected their teachers on two levels: firstly, the spirit and interest they show in working with deprived children for a minimum of three to five hours daily; and secondly, based on them having passed the Class XII examination and belonging to the same community as the children. The latter point is important in terms of the teachers identifying with the children and vice-versa. These teachers are often youth club members, a parent, a school teacher or a ward councillor. The selection board for these teachers includes individuals from CINI-ASHA field operations, the training team and the organization’s administration.

In Brazil, the Axe project also emphasized the crucial role of the educators in contributing to the success of the “pedagogy of desire” approach. The organization insists that educators should be professional and remunerated, not voluntary. They all attend a two-week training course on the project’s methodology and the major pedagogical policies of a liberating education. Teacher training and human resource development is provided continuously to improve the skills of the educators who work within Axe’s programmes.

### ***Follow-up of children and their retention in school***

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In India, once the children were moved to formal education, the schools would conduct their own tests. Although only a few children fail the school entrance exam, in some cases they were still admitted into a lower class than that recommended by teachers from the bridge course. However, these actions did not prevent some of the bridge course children performing very highly in the formal schools.

In Mongolia, some former NFE students mainstreamed into secondary school dropped out because they felt ashamed to attend classes with much younger children. Because of this, MARCD continued to monitor the children’s progress even after they were mainstreamed into formal education. The NFE teachers kept in touch with their former students in order to support the monitoring process for several months after the transition.

In Brazil, the Axe project kept up regular contact with the formal schools in order to follow up the development and progress of the children from their project. In Sutiava in Nicaragua, the Foundation organized remedial courses of one to two hours a day and two to three days a week for the mainstreamed children according to their level (first to sixth grade) on subjects such as mathematics, Spanish, and so on. The children were also exonerated from taxes and school packages, including uniforms, backpacks, notebooks and other school materials.



For more information

### ***Web-based documents***

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#### **Brazil**

- Axe Project: [www.projetoaxe.org.br](http://www.projetoaxe.org.br)

#### **India**

- Mamidipudi Venkatarangaiya Foundation (MVF): [www.mvfindia.org](http://www.mvfindia.org)
- Child in Need Institute (CINI) ASHA, CINI-ASHA: [www.cini-india.org/asha.asp](http://www.cini-india.org/asha.asp)



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### Other documents

#### Brazil

- “Boas práticas de combate ao trabalho infantil - Os 10 anos do IPEC no Brasil - Trabalho infantil e educação”, ILO-IPEC, Brazil, 2003
- “Country programme evaluation - Brazil”, ILO-IPEC, Brazil, September 2001
- “Action against child labour: Strategies in education - Country experiences in the mobilization of teachers, educators and their organizations in combating child labour”, ILO-IPEC, Geneva, May 1999
- Summary outline of “Dissemination of Centro Projeto Axe Methodology in the state of Bahia” and “Monitoring and training of educators”

#### India

- “India country report - Thematic evaluation on ILO-IPEC skills training, formal and non-formal education activities”, Saraswati Raju, Centre for Study of Regional Development, Jawaharlal Nehru University, New Delhi, ILO-IPEC, December 2003 (First Draft)
- “Interventions and actions against child labour: Achievements and lessons learned”, ILO-IPEC, New Delhi, 2002
- Summary outline of the action programme “Elimination of child labour through the universalization of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District”, ILO-IPEC New Delhi
- “Towards eradication of child labour - Useful initiatives in schooling: A study based on secondary data”, Anuradha De Claire Noronha and Meera Samson, December 2002
- “No to child labour, yes to education: The unfolding of a grassroots movement in Andhra Pradesh”, Rekha Wazir, 2002

#### Mongolia

- Mission report to Mongolia, 6 to 17 October 2003, Malin Hansson, ILO-IPEC Bangkok
- Final evaluation report of the “National programme for the prevention and elimination of child labour in Mongolia, Phase I”, Walter Aschmoneit and Munkhjargal Birvaagiin, ILO-IPEC, Ulaan Baatar, October/November 2001
- Summary outline of the action programme “Providing educational alternatives to scavenging children in Ulaan Baatar and improving the awareness of the local community”
- Summary outline of the action programme “Preventing child labour in the informal sector through providing educational, skills training opportunities and awareness raising activities”
- Project document and various progress reports of the “National programme for the prevention and elimination of child labour in Mongolia”, Phase I and II

#### Nicaragua

- “Desk review of ILO-IPEC action programmes with an important component in education”, ILO-IPEC, Geneva, September 2001
- “Evaluation of the ILO-IPEC Country Programme in Nicaragua”, ILO-IPEC, Managua, Nicaragua, November 2001
- Informe financiero y de avance “Erradicación paulatina del trabajo infantil en el pueblo indígena de Sutiava”, Nicaragua
- Esquema sumario del programa de acción “Erradicación paulatina del trabajo infantil en el pueblo indígena de Sutiava”, Nicaragua



# Comprehensive Support to Ensure the Mainstreaming of Children into Formal Primary School



## Context

The reintegration of child labourers into regular formal schools is often a process that requires different types of support on a continued and ongoing basis. It requires coordination with teachers and the formal primary schools, including supporting schools which are already overwhelmed with regular students. They need to be prepared both in terms of simple logistics, such as desks and chairs for the reintegrated children, and more complicated matters, such as the teachers' understanding of child labour problems and teaching methodologies and approaches which would be more supportive of working children or former child labourers.

Good advanced planning and preparations, as well as close consultation and collaboration between the non-formal education (NFE) projects and the local school and teachers, help make mainstreaming efficient and effective for both the children being mainstreamed, the other children in the school, the school teachers and the project staff. Mainstreamed children need both academic and moral support during the transition period to help them adjust to the new system and catch up with other children. Children new to formal school may find it difficult to keep pace with other classmates and will

therefore require special academic support and remedial teaching, at least in the early stages.

They also need to adjust themselves as individuals and accept that studying in the regular school is not as relaxed and flexible as in their previous NFE classes. In addition, being older than other children in the same class can make it more difficult for them to adjust. Provision of counselling or moral support from their former NFE teachers, project staff and the teachers in the new school is of the utmost importance. However, different children may need different forms of assistance at different times, so project staff and teachers need to be sensitive to these emerging needs and respond to them in a timely manner.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of five action programmes in three countries: Bangladesh, Cambodia and India. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Preventing and eliminating the worst forms of child labour in Bidi factories in the areas of Block “C” of Haragachh Pourashaba of Rangpur District” and “Preventing and eliminating the worst forms of child labour in selected formal and informal sectors in Bangladesh”, implemented by the Bangladesh Rural Advancement Committee (BRAC), Bangladesh.
- “Information and support centre for street-working children,” implemented by Mith Samlanh (FRIENDS), Cambodia.
- “Elimination of child labour through the univerzalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District”, implemented by Mamidipudi Venkatarangaiya Foundation (MVF), India.
- “Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadul”, implemented by the National Child Labour Project Society, Coimbatore, India.



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## Brief description of the practice

In Bangladesh, BRAC organized NFE programmes and subsequent mainstreaming of the children into formal primary school. In Cambodia, Mith Samlan works with street children in Phnom Penh. It organizes a range of programmes for the rehabilitation and reintegration of street children into their families and public formal school or gainful employment. It attaches a significant amount of importance and gives a lot of effort to this mainstreaming process.

In India, Transitional Education Centres (TECs) were set up as part of an integrated programme targeting hazardous child labour in Tirupur. This programme included providing micro-credit for the mother of the children involved. The TECs provided full-time NFE programmes to child labourers aged 8 to 12 as a bridge to their entry into formal schools. In addition, the classes were also attended by older children involved in skills training courses. Classes included basic literacy, numerical and reading skills.

The MV Foundation in India is a local NGO that aims to eliminate child labour through the universalisation of quality education. Its model four to six month residential bridge camps preparing children for formal schooling have experienced significant success in the Ranga Reddy district of Andhra Pradesh since the early 1990s.



## Impact of the practice

### ***Effectiveness***

In the BRAC programme in Bangladesh, a large number of children were mainstreamed into local primary schools in Haragachh and Rangpur. The process went relatively smoothly for the ex-NFE children, the other school children, the school and its teachers. Altogether, the schools had accepted 71 children, 58 of whom were mainstreamed into primary education grade 1 and a small number in grades 2 and 3. Classes in the formal school lasted three hours in the morning and no drop-outs were recorded and the children rarely missed

Anduze traveller's photo



classes. According to the teachers, there were no problems within the class either. The mainstreamed children apparently got on well with the other children and did not have problems with homework because the level of classes was still relatively basic. Indeed, the teachers found that the mainstreamed children were more eager to learn than other children. In addition, the principal of one primary school also became more sensitive to the child labour issue through her involvement in the project.

In Cambodia, Mith Samlan had an impressive success rate of 95 per cent reintegration of children into formal schools. In India, the MVF had, over the past 12 years, helped 25,000 children to leave the work place and return to school in the 13 districts of Andhra Pradesh. Most of them were reintegrated into formal schools, government social welfare hostels and residential schools.

### ***Relevance***

All of these programmes served as good examples of mainstreaming former working children into formal education and contributing to the elimination of child labour. In recognizing that working children are generally not ready to receive full-time formal education immediately after they stop working, good-quality NFE programmes play a key role during the transition period by bridging the gap between working and going back to school. And, while close coordination between the non-formal and the formal schools is indispensable for a smooth transition, continuous follow-up with each child is critical to ensure their comprehensive adaptation in the formal school environment and the likelihood that they will remain in school.

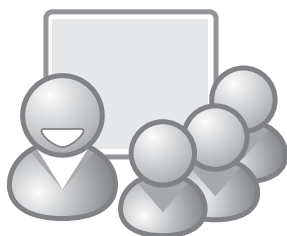
### ***Sustainability***

Mainstreaming children in formal school is one of the strategies that can contribute to sustainable withdrawal of child labour and their continuous schooling. Being mainstreamed in the formal school system also means that the responsibility for their education is passed on to the hands of the state.

## ***Replicability***

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This strategy has worked successfully in Bangladesh, Cambodia and India.



### **Enabling environment for the practice**

#### ***Ongoing awareness-raising and social mobilization***

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All the projects worked simultaneously with the community to provide assistance to the children's parents and/or families so that they could see and acknowledge the importance of their children's education. In turn, this would reduce the pressure parents might put on their children to get them out of school and into work.

#### ***Free primary education***

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If formal primary school education is not free in a particular area of country, then it would be extremely difficult to ensure the retention in school of children mainstreamed from NFE programmes.

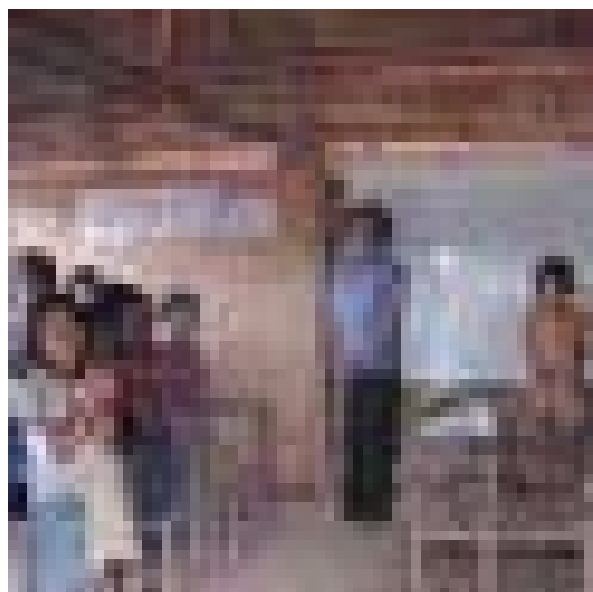


### **Implementation of the practice**

#### ***Development of appropriate bridge courses***

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In Bangladesh, BRAC's NFE classes were based on a government NFE curriculum and materials for reasons of equivalency and mainstreaming to ensure that the children would have adequate literacy and numerical skills to study at the prescribed level. The teachers attended a 12-day foundation course on teaching NFE classes and a further four days in-service training. Monthly workshops were conducted to help teachers review lesson plans, discuss problems encountered in the previous month, work on solutions and make plans for the coming



B. Kanter

month. There was also occasional in-service training teaching different subjects.

In Cambodia, Mith Samlanh ran a remedial primary school for up to 250 children under the age of 14. Teachers were specially trained and the NFE methods and material were developed in collaboration with a Faculty of Pedagogy and implemented from pre-school level to primary grade 5. Additional tasks included library activities, arts classes, sports and cultural activities and field trips. The system supports children in their efforts to catch up with their peers allowing them to rapidly reintegrate into the public school system.

In Tirupur, the TECs functioned as centres for providing bridge courses to prepare children for admission into regular formal schools in the area. Using the bridge course approach, competency at Class I and II levels could be attained in a six-month class and at Class III to V levels in a further six-month class. Each child's stay in the centre was temporary and he or she was mainstreamed into regular schools as quickly as possible.

In Andhra Pradesh, MVF's model of four to six month residential bridge camps preparing children for formal schooling, together with its ardent mobilization for social change, has yielded significant results and has been widely replicated.

#### ***Coordination with formal schools***

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It was observed in this practice that transiting students from non-formal to formal education has been relatively more successful in projects that have been able to institutionalize the interaction between non-formal and formal structures in terms of working with teaching staff as well as transfer procedures themselves.



In Bangladesh, good rapport and coordination between BRAC staff and formal schools ensured that the schools were able to prepare themselves sufficiently to handle the increased number of students, especially in terms of resources. Each formal school involved was informed well in advance about the number and names of children to expect from the NFE programmes in the coming school year. This means that the schools would be able to pre-order books and other learning materials in time for the arrival of these children. In addition, knowing in advance that there would be a large number of students coming gives a school the time it needs to request additional teachers from the education authorities.

In Tirupur in India, a group of the TEC teachers, the voluntary agency running the centre and the programme staff of the project would establish a continuous rapport with the formal schools to ensure that the children from their programme would be “accepted” by the teachers and students and appropriately “absorbed” by the formal schools. TEC teachers worked as mediators in facilitating transfer of children from the non-formal programme to the formal system and it was also their responsibility to issue age certificates to the children. The TECs faced problems in mainstreaming children in the first year of operations, but they overcame these subsequent years by actively involving member-teachers of the Government Teachers’ Forum to meet with the TEC teachers once a month in order to give them support and advice.

The MVF has been able to overcome the difficulties in transiting the students from non-formal residential camps to formal schools by having the responsibility given to teachers of completing transfer formalities rather than leaving it to parents who are often illiterate. The MVF was also successful in influencing government policies, for example, changing the admission rules to introduce a more flexible admission period any time during the school year.

### ***Follow-up and retention in school***

Although the children newly mainstreamed into formal school have been prepared by the transitional educational programmes, they still require significant support, both academic and emotional, to adjust to the formal school environment and the more intensive pace of learning. Continuous and ongoing support is essential, therefore, in ensuring the retention of these children in formal school.

In Bangladesh, BRAC’s staff, the NFE teachers and community mobilization personnel continued to support and follow up each child to see how they were coping at school and whether they had problems. This was usually done through weekly follow-up and home visits.

In India, MVF provided ‘fall-back’ or follow-up support for children who had returned to study through para-teachers called ‘education activists’. These education activities took place in formal schools and acted as a link between the mainstreamed former bridge course students and the government teachers in schools. The state government also acknowledged the demand and need for additional staff by posting ‘Vidya Volunteers’ in those schools which mainstreamed children from MVF programmes.

In India, Tirupur, the NCLPS continued to provide mainstreamed children with tutorials, counselling and follow-up in the TECs. The TEC teachers would meet the children every day, before or after classes in the formal school, to provide them with moral, psychological and academic support. This contributed significantly to ensuring that children would not drop out.

In Cambodia, Mith Samlanh had special mentors who followed up and provided assistance to the integrated children throughout their first year in the new school, especially during the first school term when the children were adjusting to a new environment and a new way of studying. The project closely monitored the students’ performance and their adjustment by liaising closely with the school teachers throughout the period. The students were also encouraged to revisit the NFE programme in order to talk to their former teachers and the younger children who were still studying. In addition, the project also ‘donated’ desks, text books and other necessary items to the new schools which accepted their students. Children who returned to public school were given all the necessary materials they needed, including uniforms, stationery and other supplies.

### ***Continuous schooling***

The BRAC project stated that it would be important to ensure that there are a sufficient number of schools and classrooms for continued education in secondary level education as well as primary. In addition, there should be a continuous and ongoing supply of good, interesting, diverse, relevant and appropriate reading materials available within the communities affected. This would enable the newly-literate children continue to study in school after initial mainstreaming and to continue to improve their quality of life and to keep abreast of news and events, particularly those affecting local labour markets. Therefore, the relevance of the project could be further enhanced by developing alternative approaches to include the older children who do not wish to be in or cannot be mainstreamed into a regular primary school.



## For more information

### Web-based documents

#### **Bangladesh**

- Bangladesh Rural Advancement Committee (BRAC) - [www.brac.net](http://www.brac.net)

#### **Cambodia**

- Mith Samlanh - [www.streetfriends.org](http://www.streetfriends.org)

#### **India**

- Mamidipudi Venkatarangaiya Foundation (MVF) - [www.mvfindia.org](http://www.mvfindia.org)
- National Child Labour Project in Tamil Nadu (NCLP) - [www.childlabour.tn.gov.in/nclptn.htm](http://www.childlabour.tn.gov.in/nclptn.htm)

### Other documents

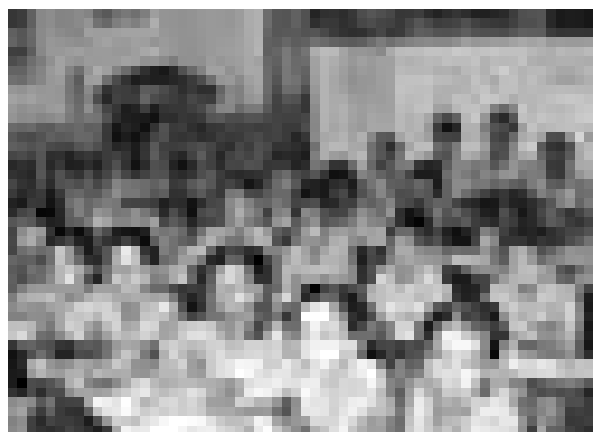
- “Thematic review report on formal and non-formal education”, Usa Duongsaa, Faculty of Education, Chiangmai University, Thailand, May 2004

#### **Bangladesh**

- “Thematic review - Bangladesh country report”, Usa Duongsaa, Faculty of Education, Chiangmai University, Thailand, 2003
- Internal documents, project documents and various progress reports of the project “Preventing and eliminating the worst forms of child labour in selected formal and informal sectors in Bangladesh”, ILO-IPEC
- “Evaluation: Preventing and eliminating the worst forms of child labour in selected formal and informal sectors in Bangladesh”, ILO-IPEC, May 2003

#### **India**

- “India country report - Thematic evaluation of ILO-IPEC skills training, formal and non-formal education activities”, Saraswati Raju, Centre for Study of Regional Development, Draft, January 2004
- “Review of the integrated area-specific approach against hazardous and exploitative forms of child labour (IASP)”, Benedict Light, First Draft, India, August 2002
- “Interventions and action against child labour achievements and lessons learnt”, ILO-IPEC, New Delhi, 2002
- Summary outline for the action programme “Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadul”
- Summary outline of the action programme “Elimination of child labour through universalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District”, ILO-IPEC, New Delhi
- “Towards eradication of child labour - Useful initiatives in schooling: A study based on secondary data”, Anuradha De Claire Noronha and Meera Samson, December 2002
- “No to child labour, Yes to education: The unfolding of a grassroots movement in Andhra Pradesh”, Rekha Wazir, 2002



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# Establishing and Maintaining Multi-Purpose Centres



## Context

Community Learning Centres (CLCs) or Multi-Purpose Centres (MPCs) are usually built in or near the community. It is a strategy to bring education, training and service delivery closer to the children, their families and communities. Their close proximity means that children do not have to travel far to get to class, thus ensuring their safety for the children while no transportation or meal costs will be incurred either. In themselves, these factors promote greater access to education. Apart from serving as a centre for learning, these buildings can also be the centre for meetings and various activities for the children. They can simply be a space where children - child labourers and other children in the community - can meet, learn share and just relax and have an enjoyable time together: an essential part of any childhood. Equipping the centres with various kinds of reading materials (not just school books), with sports equipment and games for recreation will encourage children to come and use them more often.

Establishing the centres in a central location in the community, having sufficient lighting to guarantee individual safety and having regular opening times make them convenient not only for children but also the parents and other community members to come and make full use of these centres. With sufficient mobilization and support, these institutions can become the centre for learning and social interactions within the community. In addition, through contributions from the community to the building and maintenance of the centres, this generates more active community interest and participation in the education and learning processes and experiences of the children and the community. This increased sense of ownership and continued learning and involvement on education and child labour issues ultimately promotes greater sustainability of community action.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of four programmes in three countries: Bangladesh, Cambodia and the Philippines. The titles of the programmes and the names of the implementing agencies are as follows:

- “Preventing and eliminating the worst forms of child labour in selected formal and informal sectors in Bangladesh” and “A time-bound programme for the elimination of child labour in the urban informal sector in Bangladesh”, implemented by Chhinnamukul Bangladesh (CB), Bangladesh Rural Advancement Committee (BRAC), Dhaka Ahsania Mission (DAM), Thengamara Mohila Sabuj Sangha (TMSS), Resource Integration Centre (RIC) and Underprivileged Children's Education Programme (UCEP), Bangladesh.
- “Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia”, implemented by the Cambodian Centre for the Protection of Children's Rights (CCPCR) and the Catholic Child Bureau Organization, Cambodia.
- “Programme to combat child labour in the footwear and fishing sectors in South-East Asia, Phase I (the Philippines)”, implemented by Open Heart Foundation, Inc., the Philippines.





## Brief description of the practice

In several action programmes in Bangladesh<sup>6</sup>, MPCs provided a venue for the beneficiary children and their families to learn, share and participate. They were sometimes used assembling various groups, training and activities related to other project components, such as awareness-raising, capacity-building, monitoring, verification and tracking.

The projects in Sihanouk Ville and Kampot, Cambodia, established CLCs which were used to run non-formal education (NFE) and vocational skills training classes, organizing activities for children or for conducting meetings with parents and the community.

In Biñan, the Philippines, MPCs were established in an accessible site as a venue for providing children and the community with social protection services, including medical and dental, educational activities, technical skills training, counselling, lending and livelihood training. The centres served as a venue where the children, parents and project team regularly met and gave easy access for the target beneficiaries in accessing the various services.



## Impact of the practice

### **Innovation**

This approach creates a single gathering point in the community where everything happens in one place, including skills training, the provision of social services to the target beneficiaries and all other community interaction. This strategy not only facilitates service delivery and community organization, it also increases the effectiveness and efficiency of the programme. By its very definition, the MPC is intended to be a meeting point for the community and therefore facilitates any activity related to community organizing. Appointing community

organizers, as was the case in the Philippines, is another way of further encouraging community participation.

### **Effectiveness**

In Dhaka, Bangladesh, DAM set up and managed 18 MPCs; RIC and UCEP set up and managed 31 MPCs each; and, TMSS set up and managed 14 MPCs. The operation of the MPCs was managed by these four implementing agencies through management committees which reported regularly to the implementing team.

Two CLCs in the targeted fishing communities in Cambodia were established with help of active contributions from parents of working children and others in the community. These centres have been used in a variety of ways, including as community libraries for working children, other children in the community and their parents; as venues for NFE classes for those children who have been withdrawn from hazardous work; and as community gathering forums. Under the project in the fishing sector, around 50 working children under the age of 15 have been enrolled in the NFE activities held in the CLCs.

Being located in an accessible point in the community, the MPC in the programme in the Philippines facilitated access of target beneficiaries to skills training and various social protection services which further encouraged their attendance in training sessions. According to the ILO-IPEC thematic evaluation of education programmes, more than 300 individuals in this programme, including adult and children family members, attended the training courses provided in the MPC.

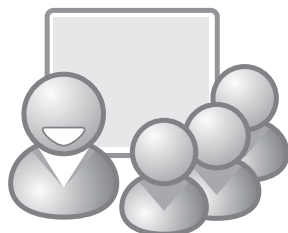


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<sup>6</sup> Altogether, there were 24 NGOs implementing 24 action programmes in the USDOL-funded project: CB, SSS, ESDO, LH, SEPOC, BDSC, BRAC, SETU, PIPASA, SATU, SUF, NM, SHOISHAB, CDS, PMK, UPAKAR, OSDER, BMS, SMSKS, BVDP, UDDIPAN, SEEP, DCI, BEES and the Bangladesh Bureau of Statistics (BBS) to carry out the National Child Labour Survey. The thematic evaluation report on Bangladesh, from which most of the information of this good practice was drawn, covered only CB and BRAC.

## Sustainability

Strong community involvement, participation and support may also contribute to the long-term sustainability of an MPC and/or CLC beyond the life of the project itself.



### Enabling environment for the practice

## Community mobilization

In Cambodia, the MPCs seemed to be well-accepted by the communities in which they were located, generally as a result of efforts made earlier by the implementing agencies to build a rapport, raise awareness and mobilize support in the communities.

In the Philippines, community organizers played an indispensable role in mobilizing and empowering community members to actively participate in and contribute to the activities in the MPCs. They were assigned to the Barangays which helped significantly in assisting the people of the community in understanding the project and equipping them with the necessary skills, such as organizing and leadership, to participate in its various activities.



### Implementation of the practice

In Bangladesh, the MPC was usually open from 9:00 to 21:00, 6 days a week. It provided a venue for the children and their families to learn, share and participate. The activities in the MPC included:

- NFE classes;
- recreational and games activities to motivate children to come to class;
- awareness-raising on child rights and child labour;

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- community committee meetings and other community mobilization activities.
- project management-related activities, such as staff meetings, capacity-building, monitoring and follow-up.

In Dhaka, the MPCs were used for forming various groups, training and activities related to other project components, including awareness-raising, capacity-building, monitoring, verification and tracking. The centres were usually small and space was rather limited for the activities and the audience. In Rangpur and Mornia, the MPCs were run by the programme implementing agencies, sometimes with the support of community contributions. In Mornia, for example, the CB's centre was built with locally available materials on land donated for that specific purpose by the community itself. The size and facilities of these centres varied from one action programme to another and from one locality to another. But in Mornia, the MPCs were more spacious and more adaptable for different purposes.

In Cambodia, ILO-IPEC supported the establishment of a CLC in each of the project communities. Some centres were built with some in-kind contributions from the local community, such as land, labour or voluntary time for the centre's up-keep. The fact that the CLCs were open every day except Mondays meant that they provided regular and easy access for the project's target children and also students from the local primary schools. While the majority of CLCs were relatively ill-equipped to serve as effective learning centres, some of them still had a fair amount of reading materials, sports equipment and various wall posters.



In the Philippines, the MPC was situated within easy-reach of the community, which was crucial for the centre to fulfil its mission as a single delivery point for a wide range of training and social services. It was the venue for skills training courses that accommodated the needs of the industrial factories within Biñan. In this respect, the centre was equipped with training materials and supplies, such as high-speed sewing machines, for the daily courses it conducted on basic dressmaking and industrial sewing machine operation. In addition, it served as the outlet through which social protection services were provided to the community, including:

- regular health services (medical and dental) and nutrition;
- educational and recreational facilities, including a library and reading centre, books, toys and a playground;
- early childhood care and development;
- delivery of skills training courses and capacity-building for parents, including candle making, food processing, WISE training, parental effectiveness workshops and substance abuse and crime prevention;
- “bank counter” and office for the community savings programme.

As the centre became a more significant focal point for the community services described above, it also became a venue where children, parents and the project team regularly gathered and as the place where many other community meetings took place.



For more information

### ***Web-based documents***

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#### **Bangladesh**

- Bangladesh Rural Advancement Committee:  
[www.brac.net](http://www.brac.net)

### ***Other documents***

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#### **Bangladesh**

- “Thematic review - Bangladesh country report”, Ussa Duongsaa, Faculty of Education, Chiangmai University, Thailand 2003
- “Independent mid-term evaluation of the project on preventing and eliminating the worst forms of child labour in selected formal and informal sectors in Bangladesh”, ILO-IPEC, May 2003
- “Independent evaluation of the project on the prevention and elimination of the worst forms of child labour in the urban informal sector”, Final report, ILO-IPEC, October 2003
- ILO-IPEC internal documents, project documents and various progress reports of the project “Preventing and eliminating the worst forms of child labour in selected formal and informal sectors in Bangladesh”
- ILO-IPEC internal documents, project documents and various progress reports of the project “Prevention and elimination of the worst forms of child labour in the urban informal sector”



## Cambodia

- “Thematic review - Cambodia country report”, Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, August 2003
- Mid-term evaluation of the project to “Combat child labour in hazardous work in the salt production, rubber plantation and fishing sectors in Cambodia”, Rebecca F. Catalla, Rafael Norberto F. Catalla and Khlok Seima, June 2003
- ILO-IPEC internal documents, including project document and various progress reports of the project “Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia.”

## The Philippines

- “Thematic review of the ILO-IPEC skills training, formal and non-formal education activities in the Philippines”, Divina M. Edralin, June 2003
- “Programme to combat child labour in the footwear and fishing sectors in South-East Asia: Indonesia, the Philippines and Thailand”, Draft report of the final evaluation, Wilhelm F. Weidmann, December 2001
- Various technical progress reports of the project “Programme to combat child labour in the footwear and fishing sectors in South-East Asia, Phase I “



D. Greef

# Comprehensive Rehabilitation and Education for Street Girls



## Context

Many groups of children engaged in or at risk of child labour are actively or passively excluded from the education system. However, there are some groups of children who are at greater risk for a variety of reasons, including their geographical location, their ethnicity, their religion and their situation. Particular attention needs to be paid to these children, as the challenge of reaching them and providing them with alternatives through education and social protection programmes is even greater. For some of these groups of children, if support does not materialize sooner rather than later, it could simply be too late. The at-risk groups include street children and children who have been subjected to commercial sexual

exploitation. The challenges in reaching such marginalized groups are serious, as there is often an entrenched distrust between these children and the formal authorities. Programmes designed to reach these children need to include a wide range of related social protection and health services, as well as specially designed education programmes that help in building confidence and self-esteem and work through a curriculum adapted to their way of learning by doing.

Some of these children have suffered untold horrors of abuse which will result in significant physical, emotional and mental trauma. The nature of the programmes to help these children and their families recover are complex and have to be sensitive to particularly traumatic circumstances. They will combine education with a range of counselling and health-related services and, in the case of older children, will often include skills training components to help them in the long and difficult rehabilitation and social reintegration process. Recognizing the diversity of needs of these target groups, ILO-IPEC has taken advantage of multiple entry points, including outreach strategies such as the use of the visual, literary and performing arts, sport and recreation.

In the practice below and as a response to assist girls working in the street, alternative types of educational responses with emphasis on comprehensive rehabilitation and personal development have been tried and tested in various country contexts. While the philosophy of each methodology differs from each other, they all seem to converge on a centre-based approach with a full range of assistance and an emphasis on personal empowerment and offering viable future life alternatives.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of three action programmes in three countries: Paraguay, Peru and the Russian Federation. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Erradicación de la explotación sexual infantil en la ciudad de Asunción”, implemented by Luna Nueva (New Moon), Paraguay.



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- “Prevención y erradicación de la explotación sexual infantil - Casa de la Mujer, Callao, Peru”, implemented by Congregación de las Religiosas Adoratrices, Peru.
- “Street children in St. Petersburg: From exploitation to education”, implemented by St. Petersburg Labour Exchange, the City Centre for Youth Career Counseling and Psychological Support to Population, Russian Federation.



## Brief description of the practice

In Paraguay, Luna Nueva runs a shelter for street children who are victims of commercial sexual exploitation. The primary objective of the shelter is to establish a centre providing comprehensive assistance for victims of sexual exploitation, including education, health services, legal assistance and skills training in order to provide access to alternative employment.

In Peru, the Order of the Religiosas Adoratrices (Congregación de las Religiosas Adoratrices) established a centre for sexual exploited young women, called Casa de la Mujer, in Santa Rosa, Callao. It provided a wide and interrelated range of services geared towards the rehabilitation and education of these young girls: health and psychological assistance, nutrition, education, vocational training, social and legal assistance. Within this comprehensive approach, the educational interventions play a central role as enhanced education was an immediate objective of the programme.

In the Russian Federation, a comprehensive rehabilitation model was implemented in St. Petersburg, by the St. Petersburg Women's Labour Exchange. The target group were girls working on the street who had dropped out of school, were affected by continuous family crisis and faced social exclusion and isolation. The model's creative component has been shown to be effective in promoting personal achievement and a personal vision for the future, while providing the girls with non-traditional skills.



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## Impact of the practice

### *Innovation*

The name of the implementing agency in Paraguay, “Luna Nueva”, meaning “new moon”, referred to the rehabilitation process which the organization has developed and been using to help victims of sexual exploitation to gain a new life. The comprehensive approach is based on the “moon phase concept” which is called “el viaje” (“the journey”) over the period from the full moon until the new moon reappears (see programme details).

In Peru, the programme was designed based on a psycho-social pedagogical methodology called “La pedagogía Micaeliana” which holds a positive view of all participants. Among the central values of the programme is one which emphasizes everyone's dignity as a child of God and another which focuses on social and personal development.

In Russia, this new model combined rehabilitation with education, trying to address the ‘practical’ and the ‘strategic’ needs of the girls simultaneously. For their practical needs, they were equipped with job skills through vocational training. In addition, ongoing psychological support and creative development helped in addressing the girls’ long-term and strategic needs, including psychological family rehabilitation to ensure a more harmonious environment conducive to the girls’ rehabilitation.

## ***Effectiveness***

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In Paraguay, 104 girls and young women were informed about their rights and 62 girls were making use of the health, education and nutritional services. The holistic approach of the programme also led to vital spin-off results, including the highlighting for the general public of the problem of sexual exploitation of children in Asuncion and the fact that there is a gap in the area of social policies. In addition, contact was established with sexually exploited children, nearly three-quarters of whom looked to the programme centre for different kinds of support and assistance.

In Peru, the beneficiaries expressed their appreciation for the emotional support given by the centre’s staff and which has underpinned their good relations. After receiving an orientation briefing on the project, the children’s parents have also shown signs of changing their behaviour, learning to give emotional support. The project has helped in improving parent-children relations. The project assisted 60 sexually exploited girls in their reintegration into society. Furthermore, as reintegration into the formal education system would be very difficult for these girls, an NFE centre was providing “levelling” or “transitional” classes.

In Russia, the programme took in 100 street girls aged between 12 to 18. The first phase for around 50 girls lasted six months, following which a further 50 were invited to enter the project. In the end, 81 girls completed the course of rehabilitation. Nearly half of group completed skills training in ceramics, textile painting and wood painting and 90 per cent were willing to continue training to achieve better results. Out of 100 families, 78 chose to receive continuous psychological counselling to support their daughters and to create an environment more conducive to their rehabilitation. A manual on the rehabilitation model was developed and 400 copies were distributed among the city’s social service offices. A post-training questionnaire and open interviews with parents were conducted during counselling sessions.

After the programme, the girls felt they were better able to develop their own career plans - a sign of enhanced autonomy for the future. Psychologists working in the project also observed an improved psychological state in



the target group. Parents stated that there were fewer conflicts at home and the girls had more interest in study and school performance. The rehabilitation model also provided a mechanism for identifying family dysfunctions and resolving problems leading to these situations.

In addition, the media coverage of the programme in St. Petersburg also brought the issue of working street girls to the attention of the general public and contributed to the emergence of more favourable societal attitudes towards women. Several TV slots showed the girls, teachers and psychologists at work. There were also radio and newspaper reports about the programme and it even captured the attention of three foreign media stations. However, the programme recognizes that changing societal attitudes is a gradual and long-term process.

## ***Relevance***

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In Paraguay, literacy and “levelling” classes aimed at the integration of the girls into the formal education system were established, supplemented by workshops related to life skills training covering issues such as self-esteem and gender. Theatre and art classes and workshops were among the key elements of the programme’s recreation activities. The programme encouraged some girls to enrol in formal school and generally increased their interest and dedication towards education.

In Russia, the rehabilitation model aims to engender personal empowerment through addressing practical and strategic needs simultaneously. Practical needs include the need to work in decent employment to earn a living and the situation of the family situation. Strategic needs include overcoming their feeling of being

subordinate to those around them. The courses provided the girls with professional skills and enhanced their self-esteem. Each girl was also provided with individual psychological assistance to encourage her personal rehabilitation, development and socialization.

### ***Sustainability***

In Peru, despite the small scale of the programme, it has had a significant impact and become sustainable. In implementing the programme, the Religiosas Adoratrices expanded their activities into the social reintegration of sexually exploited children and will continue the project activities beyond the end of the programme itself. This area of work was a new social issue for them, but with their previous experience and network with other actors on social issues, the Religiosas Adoratrices may play a significant role in the future in bringing attention to the issue of child labour among other existing social institutions.

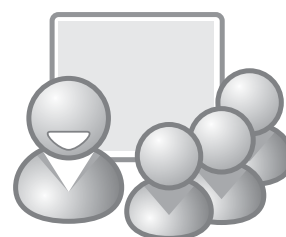
In Russia, mainstreaming the programme into St. Petersburg's municipal programmes ensured the sustainability of the rehabilitation model. The model will therefore be mainstreamed throughout the city programme for assisting disadvantaged families, for example, through family counselling, training and conflict resolution. The rehabilitation mechanisms that were developed may also be introduced into the municipality's routine operations while creating a model for an administrative system of support to girls under 18. However, a lot remains to be done to introduce it into the practice of all St. Petersburg social services, especially in the training of social workers and their qualification review.

### ***Replicability***

In Paraguay, following the action programme with ILO-IPEC, Luna Nueva has been working on a programme targeting sexual exploitation of children and adolescents in the border area between Paraguay and Brazil. This project is a joint undertaking involving Luna Nueva, a group in Brazil that is part of the ECPAT<sup>7</sup> Brazil coalition and ILO-IPEC. Future plans include expanding the shelter to provide permanent lodging for children and youth who have been sexually exploited. The organization also plans to create a documentation centre on the theme of sexual exploitation.

In Russia, the rehabilitation model has been replicated in Leningrad Region. A seven-day 'training of trainers' (TOT) workshop was held in April 2003 for social workers and educators of the Priozersk and Vsevolzhsk districts of the Leningrad Region. Detailed information about the programme in St. Petersburg was shared with

the TOT participants, illustrated with case studies and using role-play. Educators also visited the places where girls were trained and special sessions were arranged on folk art, psychological support and implementing sociological surveys. The experience gained from the programme will be used for the rehabilitation of working street girls in Leningrad. Plans for a "peer-to-peer" model of replication are being considered, whereby graduate trainees would facilitate the rehabilitation of more working street girls.



### **Enabling environment for the practice**

#### ***Resource issues***

It is important to note that these types of projects are expensive and slow as they aim at long-term rehabilitation and change for the individuals concerned. It is critical, therefore, that the state is implicated at some stage to guarantee future funding and human resources.

#### ***Commitment of stakeholders***

The commitment of the parties involved in the programme, including the agency staff, teachers and social partners, also contributed to the success of the programme. The commitment of the implementing agencies was evidenced through their active work on the elimination of sexual and labour exploitation in the local area. It is also important that the girls involved in the programme should do so voluntarily because their individual willingness and determination to lead a new life is a pre-requisite to the success of this assistance.



### **Implementation of the practice**

Because of the hard experiences of living on the streets, including sexual and other forms of exploitation, the

7 ECPAT International: "End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes" - [www.ecpat.net](http://www.ecpat.net).

conventional approach to mainstream target groups into formal school would not usually be appropriate for these girls. All three initiatives adopted a centre-based approach where the girls went through a gradual process of rehabilitation. They received comprehensive care on the one hand, while on the other, they were also given the chance to think about and build up appropriate skills and confidence which would allow them to lead another type of life other than on the streets.

## **Paraguay**

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The approach was based on the application of the “moon phase concept”, called “el viaje” (“the journey”) which includes a process running from the appearance of the full moon until the new moon. The idea behind this theoretical concept is that a full moon is a life phase of opportunities and communication for the girls in the programme, and the new moon is a life phase in which the girls are able to reintegrate into society to start a new time of life. The actual length of each phase is of course completely dependent on the personal progress of each girl and not linked to moon phases in real terms. The phases could be roughly defined as follows:

- Recovery - Workshops of personal recognition; therapies based on art and group work; evaluation of the education level and reconciliation with education; introduction of new nutritional and hygiene habits and understanding; professional medical check-up.
- Consolidation - Workshop methods are used, but the degree of direct participation and responsibilities is gradually increased.
- Looking to the future - Elaboration of individual objectives; strengthening personal independence through integration into the education system and professional orientation.
- Reintegration - Accompanying social reintegration and providing assistance in experiencing new situations.

The centre uses an approach involving group work as a means to enhance the socialization process and developing and multiplying creativity. The three central components of the project are: health, education and production. Within this comprehensive methodology, the implementing agency takes into account the fact that the girl victim is very vulnerable, needs to reconstruct and strengthen her personality and may need special assistance to overcome her life experiences. The interdisciplinary work of the centre has, as primary objectives, the development of the creativity of each girl, her integration in society and the improvement of the quality of her life and opportunities.

However, caution was needed in terms of family reintegration. While the organization believed initially that this

element of the programme would be key, it ultimately failed in the majority of cases. Many girls had completely broken contact with their parents as the family home was sometimes the place where bad treatment and abuse actually started. It is because of this sensitive situation that the agency has opened a separate house, giving girls the possibility to continue their new life and education without having to live with their families.

## **Peru**

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In Peru, the Casa de la Mujer was situated on a very large piece of land with a garden, providing both physical protection and sufficient space for the girls for eating, meeting, carrying out training workshops, relaxation, as well as the administration of the programme. The centre took in adolescents who had been involved in prostitution. These young people took part in personal psychological programmes consisting of personal development workshops and individual social support. In addition, there were programme components on health, food and education which were integrated over five vocational training workshops aimed at the social reintegration of the adolescents.

While the education levels of the girls varied, it was still generally very low. They therefore participated in an educational “catch-up” programme to enable them to return to formal school later if they could and so wished. Some of the girls had been away from school for several years and were virtually illiterate. In such cases, the emphasis on restoring social values and personal self-esteem was crucial, as otherwise their readmission to state schools would be very difficult. Many of these girls and adolescents did not even have identity documents as they were rescued from sexual exploitation. Therefore, part of the programme included providing the girls with legal documents.

In order to provide real future life alternatives, the programme also offered skills training. The programme noted that the orientation phase for occupational training was particularly important before allowing the girls to start in a specific workshop or professional education programme. Personal preferences, capacities and interests are taken into account in the elaboration of a personal orientation plan. Depending on the demand, the training could also be extended. While the choice of five trades and crafts for the training workshops was not based on a labour market survey, it did take into account the probability of self-employment in the occupation. The five choices included bakery, textile fabrics, dress-making, cosmetics and computer training. Teachers from each of the workshops presented a work plan, including context and timeframe, to the centre which was in accordance with the curricula of the Ministry of Education. The teachers were all official certified by the



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Ministry of Education reinforcing the legitimacy and credibility of the training courses.

The programme also tried to make the training and educational activities more “change-oriented”. These activities took into account that both the teachers and the beneficiaries are part of the process and need to work together, step-by-step, to develop personally and attain a level of attitude and behaviour change suitable for social reintegration.

### ***Russian Federation***

The St. Petersburg’s Centre for Youth Career Counselling and Psychological Support carried out an initial assessment of each programme beneficiary, based on their rehabilitation needs, including a medical examination and psychological testing. These tests helped in terms of profiling the girls for individual and group psychological therapy, counselling for themselves and their families and family crisis support. The rehabilitation model was built on the experience and expertise of the teachers and psychologists recruited in the programme. The psychologists involved in the programme are all professionals.

Sociologists at the centre also studied the impact of creative crafts on personality and behaviour patterns in order to customize an appropriate counselling programme

for each girl. The studies in crafts and vocational skills fell into one of the following areas: ceramics, textile painting and painting on wood. These training choices were directly linked to the overall rehabilitation method. The teachers recruited in the programme were very highly qualified, committed and motivated. They inspired the trainees by expressing their own belief in the beauty of creative work by the girls in the programme. Based on their age, the girls were encouraged to return to the formal education or vocational training systems. This was particularly important as the project is very much focused on the socialization capacities of the girls which will eventually result in their return to the education system. Indeed, this factor is taken into account in the length of the programme course which is nine months - the length of a school year.

Psychological and vocational guidance are provided for a sufficient period of time, reinforcing the skills the beneficiaries have acquired for the longer term. Communication and mutual support among and between the girls were also emphasized. Extensive counselling, with an emphasis on communications skills, meant that the beneficiaries were better able to discuss their problems and to deal with crisis situations. The focus was on girls listening to each other, working in groups, analyzing their own situations and settling conflicts.

The girls who completed the course of rehabilitation received graduation certificates and the top 30 graduates received “special” certificates of recognition. A final exhibition of the work produced by the beneficiaries during the programme was organized in the Shuvalov Palace, an impressive monument in St. Petersburg, with over 1,000 people attending. Once the programme was completed, some of the older participants remained in the project receiving additional support because the four to six month period foreseen was not sufficient to provide sustainable results and the rehabilitation activities needed to be continued. In addition, the implementing agency is keeping in contact with some of the graduates and several are involved in new activities with working street girls.



For more information

### ***Web-based documents***

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- ILO-IPEC Paraguay - [www.oit.org.pe/spanish/260ameri/oitreg/activid/proyectos/ipec/index.php](http://www.oit.org.pe/spanish/260ameri/oitreg/activid/proyectos/ipec/index.php)
- ILO-IPEC Peru - [www.oit.org.pe/spanish/260ameri/oitreg/activid/proyectos/ipec/index.php](http://www.oit.org.pe/spanish/260ameri/oitreg/activid/proyectos/ipec/index.php)

### ***Other documents***

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#### **Paraguay**

- “Good Practices: Contribution to the elimination of the sexual exploitation in Asuncion”, ILO-IPEC Lima, Peru

#### **Peru**

- “Informe final de evaluación - Proyecto de atención integral a la niñez y adolescencia en explotación sexual en Lima”, María Eugenia Mansilla Arancibia, May-June 2001
- Documentos OIT-IPEC, Educación y trabajo infantil, propuesta para el Perú

### **Russian Federation**

- “Good practices: Gender mainstreaming in actions against child labour”, ILO-IPEC, Geneva, 2003
- “Art rehabilitation for working street girls in St. Petersburg, Russian Federation - Making the good gender practice sustainable”, Final self-evaluation, ILO-IPEC, St. Petersburg, May 2003
- Final self-evaluation of the action programme “Comprehensive model for rehabilitation of working street girls in St. Petersburg”, ILO-IPEC, St. Petersburg, 2002
- ILO-IPEC Fact Sheet on St. Petersburg and the Leningrad Region, ILO-IPEC, Geneva
- Project document and progress reports of the action programmes “Comprehensive model for rehabilitation of working street girls in St. Petersburg” and “Art rehabilitation for working street girls in St. Petersburg, Russia: Making the good gender practice sustainable”

### ***Multi media or other information***

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#### **Paraguay**

- A short video, “La Casa” (“The house”), made about the shelter in January 2000

#### **Russia**

- In the Spring of 2002, ILO HQ sent a filming group from Moscow to produce a video covering ILO-IPEC action programmes in St. Petersburg. The working street girls’ action programme was filmed on that occasion and was translated into English. It was on shown on TV in Geneva, Switzerland, in 2002 during the International Labour Conference

# Voluntary Participation by Young Activists in Non-Formal Education Programmes



## Context

Involving young people from the community itself to take an active role in promoting education and denouncing child labour can be significant and highly effective advocacy and motivation tools. It places young people in a very active role of giving to the community, instead of the passive, submissive and receiving role in which they are often placed. In this way, young people's capacity to take action and be part of development solutions are affirmed and reinforced. Having volunteers from the community perform these roles also promotes more effective community commitment and participation in the provision of education to children and therefore engenders a greater degree of sustainability. Young people's voluntary contribution to education initiatives designated for working children has been particularly notable in non-formal education programmes.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of three action programmes in three



J. Lee

countries: India, Peru and Turkey. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Elimination of child labour through universalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District", implemented by Mamidipudi Venkatarangaiya Foundation (MVF), India.
- "Erradicación del trabajo infantil en las ladrilleras de Huachipa", implemented by Asociación de Defensa de la Vida (ADEVI), member of the Network for a Future without Child Labour, Peru.
- "Integrated approach to improve the working conditions of children to be implemented by the Confederation of Turkish Trade Unions", implemented by the Confederation of Turkish Trade Unions (Turk-Is), Turkey.



## Brief description of the practice

The MV Foundation in Andhra Pradesh, India, aims to eliminate child labour through the universalisation of quality education and works towards the creation of awareness and demand for education among the poor. One of the pillars of its strategy is organizing transitional non-formal education (NFE) bridge camps to mainstream former child labourers into formal education. MVF extensively enlists the involvement and support of young, literate volunteers to contribute to the implementation of its programmes in all aspects. In particular, these young people serve as role models to convince parents and the community about the importance of education.

In Peru, ADEVI operated a programme combining education, health and food provision which sought to extend daily hours of schooling for 120 children aged six to 12 to improve their level of education and prevent them from making bricks, thereby bettering their future employment opportunities. Young graduate volunteers were recruited to teach in these supplementary school sessions and lead extracurricular activities.



In Turkey, Turk-Is provided NFE programmes to 250 working girls and boys between the ages of nine to 15 and to 125 families in five different regions of the country. University students, together with other trade union activists, were running training programmes to reach out to working children and their families.



## Impact of the practice

### Effectiveness

In India, MVF's programme covered eight districts and 2,500 villages in Andhra Pradesh, including its traditional base in Ranga Reddy. The NGO sought to impact upon social values and norms so the community members themselves would take over ownership of their own programmes and adapt these to local circumstances. The young volunteers played a significant role in this overall strategy. Broad-based consultation within the villages and the creation of various committees responsible for all aspects of the programmes helped considerably in generating popular support. The project assessment report also confirmed that the programme successfully established consensus at the ground level that "school is

the only alternative to working children" and promoted a social norm against child labour.

In Peru, the teaching in the programme relied on the contribution of young volunteers. There was anecdotal evidence of extraordinary results in school achievements among the participating children.

In Turkey, although there were only ten young volunteers, they, together with other trade union activists, trained 260 children and 125 families in five project regions.

### Efficiency

Engaging local volunteers capitalizes on local human resources and therefore enhances the efficiency of the project.

### Sustainability

The strategy of engaging young people as volunteers reinforced the sustainability of the projects, not only through the utilisation of local human resources, but also building the long-term capacity of these resources at the same time. Not only did the young people become more and more familiar with the issues of education and child labour, they also cultivated a sense of ownership of the education programmes taking place in their community and acquired concrete experience in doing so.

In India, the various community committees played a crucial role in sustaining the action in the communities concerned after the end of the programme. Community volunteers were transferred to the government's District Primary Education Programme (DPEP), bringing their experience and enthusiasm into the mainstream.

In Peru, successfully involving young people from the community as volunteer educators had a significant impact in terms of advocacy and motivation. However, experience showed that while volunteers could provide a strong level of support, they could not be considered as a reliable source of support because as soon as they found a job, they would leave the programme. This could have a profound effect on the child beneficiaries in the programme who had formed relationships with these volunteers.

In Turkey, the overall success of the programme led Turk-Is to make this approach an integral part of their ongoing activities.

### Relevance

An assessment on ten years of ILO-IPEC experience in India revealed there has been a considerable reduction

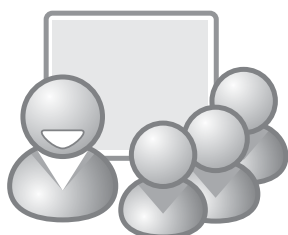
in the incidence of child labour in the area targeted by the MVF project and following the programme's implementation. The active mobilization and participation of young people in the community definitely played a role in this outcome. The success of the MV Foundation in creating a demand for education and eliminating all forms of child labour, even under conditions of poverty, had also challenged some deep-seated myths about this subject.

### ***Replicability***

In India, the philosophy and model of MVF has been spreading fast since its conception. Youth groups, politicians, school education committees and village "panchayats" (parliaments) from neighbouring areas regularly contacted MVF to find out how they could replicate the activities.

In Peru, after a training seminar and some workshops, ADEVI's project was replicated by another NGO in 2003.

In Turkey too, the programme benefited from a multiplier effect, partly because the trained volunteers and trade unionists were transferring this knowledge to their colleagues and fellow students.



Enabling environment  
for the practice

### ***Experience and credibility of MVF***

In India, MVF enjoyed was held in high esteem and had significant credibility as an organization in Andhra Pradesh. It had rich experience in the state because it had been actively advocating universal primary education in this area for over a decade. MVF's uncompromising stand on this objective gave it moral authority and gradually attracted widespread support. Moreover, the public awareness raised through its programme generated additional requests from youth groups and others in the community for advice and support. MVF's policy is not to turn anyone away and to support their initiatives by providing them with information, training and, in some instances, small seed grants that could be used to leverage funds from the community and other sources.

### ***Widespread support from stakeholders***

In India, MVF's grassroots mobilization efforts were significant and facilitated by the fact that it managed to transcend political divides and move beyond traditional stakeholders. For example, politicians from different parties in Kulkacherala Mandal joined together in establishing a forum to discuss strategies for removing children from bonded labour and cash crops farms (cotton seeds) in this area.

In Turkey, the project received widespread support from many institutions, including the local directorates of the Ministries of Education, Labour, Health, General Security and Social Services and Child Protection, legal bar associations, employers' associations, universities and private companies. All of these stakeholders worked together in the regions to contribute to the selection and training of working children and their parents. There was also broad media coverage of the programme which facilitated the overall running of the programme, including recruitment of volunteers.

### ***Locally-based programmes and institutionalization of outcomes***

In India, MVF made sure that every mobilization effort resulted in the creation of permanent institutional capacity for ensuring follow-up at the local level, for example, the formation of various village committees. This was vital for sustaining community involvement on the issues of child labour and education after the action programme ended.



Children At Risk Foundation - CARF Brazil



## Implementation of the practice

### ***Mobilizing the community and young volunteers***

In India, MVF organized public rallies, theatre campaigns, field visits to bridge programmes and other activities to try and create consensus within the community about sending children to bridge course camps and in general on education and child labour. The constituents included children themselves, their parents, young people, teachers, employers and government officials. MVF sought to change social values and norms to enable the community members themselves to take over management of their own programmes and adapt them to their local circumstances. In particular, MVF seeks to impart its philosophy to young literate individuals in the community who underwent a similar struggle to become educated and were therefore in a good position to reach out to the community as role models and advocates and convince them of the dignity that formal education could give to a child.

In Peru, ADEVI also mobilized communities and young people to contribute to education programmes for working children. This was done by raising the community's social awareness while mobilizing their active contribution to education programmes for working children. The community's involvement was quite extensive and practical in some cases, for example, some parents volunteered to refurbish school premises and some worked in the canteens established in project schools which provided meals to the school children. In addition, the

community donated books in response to ADEVI's public campaign to stock mini-libraries in schools for use by teachers and pupils to improve the quality of teaching and learning. Young volunteers who had completed secondary education were enlisted by the NFE schemes to be educators to support children in their school work.

In Turkey, Turk-Is organized a series of six-week TOT programmes to raise awareness about child labour issues, basic skills to be passed on to the children and on "child-to-child" awareness-raising methodology. These programmes were the core of the trade union's campaign against child labour. Participants included:

- Fifteen labour inspectors from different regions to bring their specific experience and expertise to the training;
- Fifteen trade union leaders who would serve as child labour focal points within the trade union network;
- Ten university students to act as volunteers to reach out to children and their families.

### ***Active youth participation in education programmes***

In India, the young volunteers worked not only on mobilization campaigns, but sometimes in running a full NFE programme in a "mandal" (group of villages). They took part in community consultation committees alongside village elders, elected representatives, teachers and parents to advocate for children's right to go to school. They also took part in community-based committees to contribute to the monitoring and guidance of educational programmes, for example, to ensure that teachers attended school regularly and that school schedules were kept up. They also followed up children who had been moved to formal schools after bridge courses to keep an eye on these children and ensure they do not drop out of school.

In Peru, young volunteer educators contributed significantly to the NFE programme. They taught in education sessions held in community centres outside normal school hours for school-going children between 6 to 12-years-old who used to work in brick-making. These extended school sessions helped them catch up with the schooling they had missed and prevented them from working during their free time. The young volunteers also contributed to the extracurricular programmes organized during the school holidays, keeping children engaged in fulfilling activities and dissuading parents from sending the children to work.

The active involvement of these young people also reinforced the advocacy and motivation campaigns within the community. However, experience showed that although volunteers could provide support, they could





not be considered as stable and reliable resource persons because as soon as they found a job, they would leave the programme. This could have a profound emotional effect on those children who had formed relationships with these volunteers.

In Turkey, the student volunteers from universities became trainers for working children and their families. After establishing contact and with the aid of a specially developed NFE package, they would teach the children and their families about health, nutrition, child labour, first aid, social skills and the Convention on the Rights of the Child. They also passed on the “child-to-child” methodology to the children. The university volunteers not only served as a role model for the children, their active participation also created a communications channel into the academic community through which the message about child labour would spread in the universities.



For more information

### ***Web-based documents***

#### **India**

- Mamidipudi Venkatarangaiya Foundation (MVF) - [www.mvfindia.org](http://www.mvfindia.org)

#### **Turkey**

- Confederation of Turkish Trade Unions (Turk-Is): [www.turkis.org.tr](http://www.turkis.org.tr)

### ***Other documents***

#### **India**

- “India country report - Thematic evaluation on ILO-IPEC skills training, formal and non-formal education activities”, First Draft, Saraswati Raju, Centre for Study of Regional Development, Jawaharlal Nehru University, New Delhi, December 2003

- “Interventions and actions against child labour: Achievements and lessons learned”, ILO-IPEC, New Delhi, 2002
- Summary outline of the action programme “Elimination of child labour through the universalisation of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District”, ILO-IPEC, New Delhi
- “Towards eradication of child labour - Useful initiatives in schooling: A study based on secondary data”, Anuradha De Claire Noronha and Meera Samson, December 2002
- “No to child labour, Yes to education: The unfolding of a grassroots movement in Andhra Pradesh”, Rekha Wazir, 2002

#### **Peru**

- “Thematic review of ILO-IPEC’s action programmes in Peru and Colombia on skills training, formal and non-formal education”, Walter Alarcón Glasinovich, ILO-IPEC, Lima, Peru, July 2003
- “Desk review of ILO-IPEC action programmes with an important component in education”, ILO-IPEC, Geneva, September 2001
- Ficha de sistematización “Experiencias de intervención en sectores de alto riesgo: Ladrillas en Huachipa”

#### **Turkey**

- “Thematic evaluation on skills training, formal and non-formal education activities undertaken within the framework of ILO-IPEC”, Country report for Turkey, Draft, July 2003
- “Development of a modular package capturing ILO-IPEC experience in Turkey”, Dr Meltem Dayioglu and Dr Ayse Gunduz-Hosgor, Draft, Ankara, May 2003



School-Based and Community  
Monitoring

# Strengthening School Retention through School-Based Child Labour Monitoring Mechanisms



## Context

Much of the action against child labour includes education and training. Teachers and educators are best placed to know if child labour exists in the communities where they work and live. They can also influence the commitment of children and their parents to education and in raising awareness of social issues. They can often act as catalysts for changes in attitude towards child labour through community-based processes. The involvement of teachers in family support, school-based nutrition and after-school programmes are important examples of how they play an important role in the community beyond the classroom.

As part of their regular work, teachers use formal and informal mechanisms to keep an eye on children's absenteeism from school and identifying children at risk of dropping out of school and responding to this risk. It is through this process, which is an integral part of a broader Child Labour Monitoring (CLM) strategy, that

teachers can support efforts to eliminate child labour. Child Labour Monitoring is a strategy and active tool to identify child labourers and the risks to which they are exposed. While it involves a more detailed programme of identification, prevention, withdrawal and tracking, teachers and educators can play their part by being involved in the monitoring and identification process through the very nature of their day-to-work in schools and by strengthening the capacity of communities to combat child labour.

Setting up Child Labour Monitoring Systems (CLMS) involves a broad-based alliance of partners, such as trade unions, teachers' and employers' organizations, NGOs, community-based groups and parents, where each partner is assigned a particular monitoring or service-provider role. A comprehensive system aims to link community-level action to national institutional mechanisms promoting the implementation of education and employment policies. As part of this process, school inspection systems can monitor school entry, attendance and completion of former-child labourers who have been referred. It is important to link education initiatives and the existing school inspection and monitoring system together under a common CLM framework. This is to ensure that former child labourers who have been provided with education services are not "lost"



after being removed from work and face a risk of moving into other forms of child labour or unacceptable situations. In this context, it is important that teachers are provided with adequate support systems such as training and resource materials to be able to better understand and support this work. The programmes which exemplify this practice below raise awareness of the issue among teachers and suggest what could be done in simple daily school and class monitoring activities. In addition, teachers' organizations have an important role to play in this work to ensure that child labour is adequately reflected in teacher training curricula and that the capacities and constraints of teachers are reflected in existing education policies and programmes.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of six action programmes in two

countries: Cambodia and Kenya. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia”, implemented by the Provincial Department of Education, Youth and Sport (PDEYS) of Kampot and Sihanouk Ville, Cambodia.
- “Mobilizing teachers, educators and their organizations to combat child labour through education and training, with special emphasis on fishing, sisal and mirraa (khat) sectors”, implemented by the Kenya National Union of Teachers (KNUT), Kenya.
- “Popular participation towards combating child labour” and “Prevention and direct action to combat the worst forms of child labour in nine districts targeting 1,900 girls and boys”, implemented by the African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN), Kenya.
- “Towards social mobilization in combating child labour through education and training”, implemented by ANPPCAN, Kenya.
- “Enhancing access and retention in primary education through minimising of child labour-related school dropouts”, implemented by the Ministry of Education, Science and Technology (MoEST), Kenya.
- “Prevention, withdrawal, rehabilitation and reintegration of child domestic workers and children working in the tourism industry through education and training”, implemented by the Kenyan Union of Domestic, Hotels, Education Institutions Hospitals and Allied Workers (KUDHEIHA), Kenya.



## Brief description of the practice

School children who become child labourers usually start showing signs that they will drop out from school well in advance of actually doing so. Due to the fact that they have probably already been working alongside their studies, they are often absent from school because of their work and, when they are in school, they are usually tired and cannot concentrate in class which often leads to poor school performance. This process and these factors rarely escape the attention of classroom teachers. If these teachers are sensitized to child labour-related behaviour and issues, they would be in a position to identify these children before they actually drop out and



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potentially take preventive action by paying closer attention to them in class.

It was this reasoning that persuaded ILO-IPEC in Cambodia and Kenya to set up school-based child labour monitoring mechanisms to prevent former child labourers and at-risk children from dropping out. In Kampot and Sihanouk Ville in Cambodia, ILO-IPEC worked with teachers and school administrators in primary and secondary schools to develop a school child labour warning system in project schools. In Kenya, school child labour committees (CLCs) were established in project schools. These CLCs had multiple functions, including coordinating and monitoring the implementation of awareness-raising activities, serving as a link between implementing organizations and the community and monitoring at-risk children to prevent them from dropping out.



## Impact of the practice

### *Innovation*

This strategy makes effective use of teachers' constant contact and first-hand knowledge about children's school performance or why they might drop out. The strategy stems from the school and contributes to its reinforcement as a key element in the prevention of child labour.

### *Effectiveness*

In Kenya, in areas where child labour was prevalent in fishing, miraa/khat harvesting or sisal plantations, CLCs were formed in five districts by the KNUT. These committees were also formed in primary schools in seven districts by KUDHEIHA which were either the 'source' (where child domestic workers came from) or the 'pull' areas (where they work) of child labour in the domestic sector or the tourism industry. In addition, CLCs were established in the primary schools of a further nine districts prone to domestic child labour. In the context of the MoEST programme, CLCs were set up in 28 primary schools. The committees monitored the school attendance of the children they had helped to return to primary schools or skills training programmes within their respective project districts. In the very first ANPPCAN project, school enrolments showed an upward trend from the outset of activities.

The active involvement of the parents, teachers, local officials and the children in the CLCs encouraged the stakeholders to take charge of matters affecting themselves. The committees contributed to building links between stakeholders, strengthening their commitment to combat child labour and enhancing the community's self-confidence and capacity, thereby empowering them to become a principal agent of change in the long-term.

### *Relevance*

The child labour warning systems in Cambodia and the CLC structure in Kenya contributed to the elimination of child labour as a preventive measure, by identifying and helping children at-risk before they fall prey to child labour. These systems played a key role in the success of the implementation of other project activities and in achieving the overall project goal to retain children in school.

Prevention is almost always more effective and cost efficient than withdrawal and rehabilitation. Strengthening schools rather than providing aid to individuals is also an efficient way of utilizing project resources. In Kenya, the CLCs themselves were able to mobilize community resources, such as donation of land for the school-based agricultural income-generating activities.

### *Sustainability*

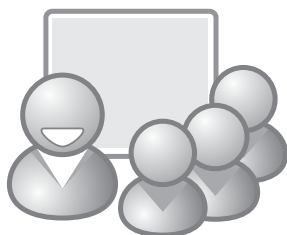
The school monitoring mechanism has good potential to be sustainable after the end of the action programme because of the capacity-building element in this strategy. The knowledge and experience of the school and its staff in preventing child labour is gradually built up in the course of establishing a school-based mechanism. This is then consolidated during the implementation phase through greater organizing among school teachers and administrators, sensitizing and training teachers on child labour issues, monitoring children's school attendance, giving special help to children identified as being at risk of dropping out and mobilizing local resources and support. However, one potential challenge to the sustainability element is the motivation of the teachers themselves (see section below on "Enabling environment for the practice").

### *Replicability*

The school-based monitoring strategy has already proved effective in ILO-IPEC projects in two continents. Indeed, the success of the projects in Kenya has inspired initiatives by other stakeholders to replicate the strategy at the micro-level. For example, in the Busia district, three schools not supported by the ILO-IPEC programme formed their own child labour committees. In the Nyambene district, there was only one project school but 13 other



schools replicated the model through their own initiative. The principals of these schools have exempted former working children from payment of school levies and income-generating activities were also established in these schools. In the district of miraa/khat or sisal plantations, the project schools even managed to inspire neighbouring schools to join the fight against child labour.



### Enabling environment for the practice

#### *Teachers' working conditions*

Setting up and running a school-based monitoring system relied mostly on school teachers and administrators. In order for such a system to be effective and sustainable, it needs sensitive, enthusiastic and committed teachers and, underpinning these characteristics, is the state of the working conditions and status of the teachers. For example, teachers in Cambodia normally receive a salary of about US\$25-30 per month, which is very low compared to the cost of living which averages about US\$100 per month or more. As a result, all teachers have to work outside of their profession in order to make ends meet. Popular among the types of additional jobs that they do is supplementary tutoring for students after school for which fees are charged.

Inevitably, in situations where working conditions are poor, teachers felt that the project activities placed a significant additional burden on top of an already heavy

workload. The extra work of organizing special sessions for at-risk children every week, monitoring and observing the children and visiting the parents and families all amounted to additional work and responsibilities for them and had an impact on their supplementary jobs. Therefore, in order to overcome this potential obstacle, teachers received a monthly subsidy as remuneration for taking on extra tasks during the project. Teachers indicated that they would be willing to carry out these activities if the extra payments were made on a continued basis. The main concern with this situation is that of long-term sustainability of the programme and its activities after ILO-IPEC funding ends. Clearly if the working conditions and status of teachers do not improve, it remains doubtful whether they would continue to monitor the children or integrate the issue of child labour into their regular teaching after the end of the project and the additional remuneration.



### Implementation of the practice

#### *Training teachers on child labour issues*

In Kampot and Sihanouk Ville in Cambodia, teachers took part in training on child rights which was facilitated by experts from ILO-IPEC, an experienced local NGO working on child rights, LICADHO and the Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation (MOSALVY). Working documents included a resource kit produced by LICADHO based on a survey of the local child labour problem in fishing, salt production and rubber plantations. Teachers were given detailed information on these issues and how to raise awareness among children and were also trained in training techniques to be able to instruct other teachers in the same way.

In Kenya, seminars were organized for pre-school and primary school teachers and Teacher Service Commission staff on the issues of child labour and the importance of education in the fight against it. Separate training was also arranged by the respective project implementing agencies to train teachers on how to use the ILO-IPEC resource pack "Child labour: An information kit for teachers, educators and their organizations" to raise awareness about the child labour issues specific to their communities.



### ***Constant school-based monitoring***

School teachers and administrators were mobilized through training, incentive schemes or self-organizing to monitor the performance and attendance of school children closely and constantly in order to identify those at risk of dropping out and take action to encourage them to stay in school. In Cambodia, teachers continuously monitored children's records of school attendance, their interests in schoolwork and their physical and emotional health. When they saw signs that children were regularly missing school or their school performance deteriorated significantly, they would contact the parents concerned. The teachers received monthly grant of US\$2.50 to cover transportation costs incurred in attending training and visiting parents.

In Kenya, in the KNUT-, KUDHEIHA- and MOEST-managed projects, Child Labour Committee (CLC) was set up in each project school. Committee member included the headmaster, teachers, administrative officials, representatives of religious organizations, local political organizations and other stakeholders. In the ANPPCAN-managed projects, the CLCs were created to strengthen the existing district child labour committees (DCACS). All actors in child labour areas were encouraged to join the CLC and make a contribution. The school-based CLCs identified children to be assisted based on whether they are in child labour at risk of dropping out of school into child labour (e.g. orphans, those from single-headed and the poorest families).

### ***Monitoring school-based income-generating activities (IGA)***

A key feature of the CLCs in Kenya was their responsibility for setting up and managing school-based income-generating activities (IGA). The committees served as a mechanism to ensure effective communications,

planning and implementation of project activities, including IGA. The committees would monitor the IGA to ensure that they did not involve child labour, that they were ethical and that the funds resulting from the IGA benefited the children most in need. For example, in the project districts on fishing, miraa/khat and sisal plantations, the CLCs monitored the IGA to ensure that only older children (11 to 14-years-old) were involved and that they only performed light work such as pottery and office work. In the case of IGA involving agriculture, children were not allowed to work for more than one hour a day. In the ANPPCAN-managed projects, children were also represented in the committees to ensure that the funds were used properly to assist children at risk as well as for general school projects.

### ***Raising awareness among children and the community***

In Cambodia, teachers tried to integrate the issues of child labour into various subjects they taught in class. In addition, they organized special extra-curricula activities for children at risk for 2 hours a week. In Kenya, CLCs made use of the ILO-IPEC Teachers' Information Kit to carry out intensive awareness-raising campaigns in schools and within the communities, targeting school children, parents, community leaders, local inspectors, and others. An extensive public awareness-raising campaign was also organized involving the media as well, in the nine districts where ANPPCAN worked.

### ***Building local capacity***

Apart from the range of functions already described above, these school-based monitoring bodies also fulfil an additional role of building local capacity through participation. The project activities enable teachers to learn how to improve school retention and support children at risk of child labour. The communities and parents



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themselves come to realize that the external project support is only temporary and is designed to help them in understanding the project activities, aims and objectives and to gain valuable expertise and experience to replicate and continues these efforts to support their children in the long-term.



For more information

### ***Web-based documents***

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#### **Kenya**

- “Popular participation towards combating child labour”, website of the African Network for the Prevention and Protection Against Child Abuse and Neglect: [www.anppcan.org/new/projects/childlabour.htm](http://www.anppcan.org/new/projects/childlabour.htm)

### ***Other documents***

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#### **Cambodia**

- “Thematic review report on formal and non-formal education”, Usa Duongsaa, Faculty Of Education, Chiangmai University, Thailand, May 2004
- “Thematic review - Cambodia country report”, Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, August 2003
- “Mid-term evaluation of the project to combat child labour in hazardous work in the salt production, rubber plantation and fishing sectors in Cambodia”, Rebecca F. Catalla, Rafael Norberto F. Catalla and Khlok Seima, June 2003
- “Thematic review - Cambodia country report”, Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, August 2003

- ILO-IPEC internal documents including project documents and various progress reports of the project “Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia”

#### **Kenya**

- “Thematic review of IPEC’s education and skill training action programme in Kenya”, Paul A. Ogula, Nairobi, August 2003
- “Education and training project in Kenya - Summary of activities, findings and recommendations of the first phase of the Kenyan programme”: A paper presented at a workshop for the development of a model of intervention for education and skills training in Geneva, Switzerland (28-30 October 2003), Paschal Wambiya, ILO-IPEC Nairobi
- “Action against child labour through education and training - Final project evaluation”, Ms Tone Skaug, Ms Evy Boverud Pedersen and Mr Søren Swensen, ILO and the Government of Norway, May 2003
- ILO-IPEC annual reports and various progress reports on the “Integrated programme for building partnerships and capacity against child labour”
- Progress reports on the action programme “Mobilizing teachers, educators and their organizations to combat child labour through education and training, with special emphasis on fishing, sisal and mirraa (khat) sectors”
- “Fighting commercial sexual exploitation of children: A study of good practices in interventions in Kenya”, Vol. 2, ILO-IPEC, Nairobi, April 2002
- Programme summary outline, action programme on “Popular participation towards combating child labour”
- Various workshop reports, Paschal Wambiya, ILO-IPEC Nairobi

### ***Multi media or other information***

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- Video documentaries, Paschal Wambiya, ILO-IPEC Nairobi

# Comprehensive Monitoring of Child Labour and Education through Community-Based and Community-Owned Mechanisms



## Context

An effective means of addressing child labour is to regularly check the places where girls and boys may be working. Child labour monitoring (CLM) is the process that ensures coordinated and appropriate observation. Principal activities include: regularly repeated direct observations to identify child labourers and to determine the risks to which they are exposed; referral of these children to education and other appropriate services; verification that they have been removed; and tracking them afterwards to ensure that their situation has improved.

Laws governing minimum age of admission to employment and compulsory education are interdependent: the enforcement of one contributes to the enforcement of the other. In this sense, it is crucial to establish a link between school and labour authorities, legislation and practice. Child labour monitoring should involve a variety of partners, including government and civil society, particularly the community itself. In many communities where child labour programmes have been implemented, child labour committees have been set up, comprising teachers, local and traditional leaders and parents. These committees have been effective in keeping track of children not enrolled in school at the appropriate age and in addressing the problem through enrolment drives within communities. Providing communities, schools and teachers with adequate support systems, such as training and resource materials, enables them to better understand and follow up this work.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of two programmes in one country:

Cambodia. The titles of the programmes and the names of the implementing agencies are as follows:

- “Social mobilization for the elimination of child labour in hazardous conditions of fishing work in Sihanouk Ville” and “Social mobilization for the elimination of child labour in hazardous conditions of salt production in Kampot”, implemented by the Catholic Child Bureau Organization and the Cambodian Centre for the Protection of Children’s Rights (CCPCR), Cambodia.



## Brief description of the practice

ILO-IPEC in Cambodia adopted a strategy of forming Community Child Labour Watch Committees (CCLC) which involved community members and parents in carrying out community monitoring and workplace monitoring on child labour. They checked constantly on the various aspects of each child’s life, including school performance and working situation. Based on clear and established criteria, these committees also identified which families should be given priority in receiving assistance from the credit scheme and alternative livelihood



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promotion and which children should be given priority to attend the skills training courses.

The strategy was a learning process which helped the community to understand the different aspects and dimensions of child labour problems and the importance of quality education. It was also an effective way of building community ownership and promoting sustainability on resolving child labour problems within the community.



## Impact of the practice

### *Innovation*

The strategy approach demonstrated how to mobilize local human resources within the community to enable the community to take action to solve its own problems. Not only was it an effective mechanism to tackle child labour problems within the community, it was also cost efficient and sustainable in the long-term.

### *Effectiveness*

According to the ILO-IPEC evaluation on education initiatives, the CCLC has proved to be an effective strategy for mobilizing the community and getting them to take direct action on problems affecting it. By having the monitoring team following up on situations both at home and in the workplace helped the community to keep a close eye on whether children were working or not on a continued and timely basis. In several cases, the system

proved useful in helping the children and even rescuing them from abuse and injuries.

But perhaps the most important achievement through the process was the community-wide participation and their enhanced understanding about various forms and dimensions of the child labour problem and the education needs of children. In addition, the community members themselves identified which children and families were most in need of the education and social assistance provided by the project. This not only promoted a greater sense of ownership of the project, but also helped ensure that assistance reached those in most urgent need.

### *Efficiency*

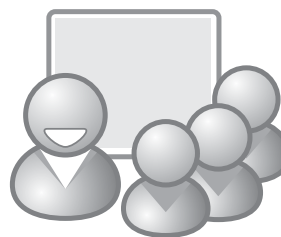
The input from ILO-IPEC and the implementing agencies was mostly in the form of awareness-raising at the early stage of the project. Subsequently, it was confined to a supportive and advisory role. Through leveraging local resources, this strategy ensured an optimum output relative to the external technical input.

### *Sustainability*

Despite the fact that the community monitoring and decision-making processes are time-consuming, community members acknowledged that the efforts had been well worthwhile because the process had established a self-sustaining momentum within the community in a concerted effort to resolve their own problems.

### *Replicability*

This strategy was successfully implemented in two programmes in Cambodia.



## Enabling environment for the practice

### *Community mobilization*

The prerequisite for the success of the practice was adequate community awareness. Therefore, well in advance of setting up the CCLCs, the implementing agencies carried out intensive awareness-raising activities on the issue of child labour among various community groups, including community leaders, parents, teachers and the children themselves. Due to these sustained

pre-implementation efforts, members from these different sectors of the community volunteered their time and energy to contribute to the CCLCs.



## Implementation of the practice

### Community Child Labour Committees (CCLC)

The implementing agencies set up CCLCs whose members were volunteers from the community, including community leaders, parents, teachers, local community groups and NGOs with experience in child labour issues. The committees took responsibility of watching out for and following up the young members of the communities.

### Comprehensive monitoring

The CCLC formed Community Networking and Monitoring Teams and scheduled their monitoring visits. The monitoring teams were divided into two sub-groups: the

Community Monitoring Team (CMT) and the Workplace Monitoring Team (WMT). Together they monitored the situation of each child comprehensively and on a periodical basis to allow adequate follow-up on the development or changes in each situation. Elements being monitored included:

- the amount of work a child did at home and in the workplace;
- the type of work in which the child was engaged;
- the number of working days per week and the number of working hours per day;
- the number of hours rest each child had and the number of hours for doing homework and studying;
- the number of hours the child had for playing;
- the injuries a child might sustain from work, and so on.

The teams also monitored the children's academic performance, their participation in the CCLC activities in the village, their understanding about their rights and child labour, the situation of their parents, including their occupations, incomes and understanding about child rights and child labour.

### Systematic follow-up

The monitoring teams developed monitoring sheets as a tool for recording and tracking progress of each child. The findings from each visit were recorded on these



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monitoring sheets to indicate developments or changes that had occurred since the last visit. The teams met once a month to discuss the development of each child and, if they found out that a child's situation or working hours had worsened or his/her academic performance or school attendance had decreased, then they would take appropriate action, such as going to visit and talk to the parents, talking with the teachers at school or contacting the labour inspector in order to talk to the employers immediately. If the monitoring team decided that the child's working environment was hazardous to the child's health, they would make a recommendation to the labour inspector to remove the child immediately from that workplace and try to provide assistance to the child and the family to help them cope with the situation as necessary.

However, a major challenge of this system was that it was very time-consuming. For example, it took two full-time staff members to key the findings from the monitoring sheets into the computer for over 100 children. The monitoring teams needed adequate support and it would be important to have plans in place at the outset of the programme as to how the CCLCs would gradually become self-sufficient and independent.

### ***Selection of beneficiaries for education assistance***

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The CCLCs, together with project staff and teachers in the project schools, made recommendations, based on the perceived necessities of the children and their families, as to which children should attend NFE classes and which should attend skills training courses. The NFE teachers and the project staff would subsequently take the children's level of learning and age into consideration before making the final decision. The same process and mechanisms were also used in the selection of the parents of the working children to receive assistance in terms of skills training and credit schemes.



For more information

### ***Other documents***

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- "Thematic review - Cambodia country report", Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, August 2003
- Mid-term evaluation of the project to "Combat child labour in hazardous work in the salt production, rubber plantation and fishing sectors in Cambodia", Rebecca F. Catalla, Rafael Norberto F. Catalla and Khlok Seima, June 2003
- ILO-IPEC internal documents, including project document and various progress reports of the project "Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia."



# Mobilizing Communities to Take Ownership of Child Labour Problems and Solutions



## Context

When the whole community becomes involved in one specific activity, including children, parents, teachers, local officials, community or spiritual leaders, local organizations, and so on, their collective efforts inevitably enhance the chance of success that activity - in this case, putting in place education interventions as an alternative to child labour. Therefore, one of the most effective methods to ensure that such collective efforts and enthusiasm is harnessed and made sustainable is to foster a strong sense of community ownership of the challenges of child labour and to finding solutions to it.

Community ownership also provides a role model for other communities and the public as a whole, raising their awareness of the issues and motivating them to take action too. As has been evidenced by ILO-IPEC's experience in various countries, encouraging communities to organize themselves and take on additional social responsibilities has proved to be very effective in helping the community understand the issue of child labour and the importance of access to quality education and generally promoting community ownership.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of five programmes in four countries: Cambodia, India, Romania and Tanzania. The titles of the programmes and the names of the implementing agencies are as follows:

- “Social mobilization for the elimination of child labour in hazardous conditions of fishing work in Sihanouk Ville” and “Social mobilization for the elimination of child labour in hazardous conditions of salt production in Kampot”, implemented by the Catholic Child Bureau Organization and the Cambodian Centre for

the Protection of Children's Rights (CCPCR), Cambodia.

- “Elimination of child labour through universalization of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District”, implemented by the Mamidipudi Venkatarangaiya Foundation (MVF), India.
- “Enhancing the capacity of the Ministry of Education to increase the attendance, retention and performance rates of children in order to prevent and eliminate rural child labour”, implemented by the Centre for Education and Professional Development (CEDP), Step-by-Step programme, Romania.
- “Integrated programme to fight child labour in five villages in Iringa Region”, implemented by the Conservation, Hotels, Domestic and Allied Workers Union (CHODAWU), Tanzania.



## Brief description of the practice

ILO-IPEC in Cambodia adopted a strategy of forming Community Child Labour Watch Committees (CCLC) which involved community members and parents in carrying out community monitoring and workplace monitoring on child labour. They checked constantly on the various aspects of each child's life, including school performance and working situation. Based on clear and established criteria, these committees also identified which families should be given priority in receiving assistance from the credit scheme and alternative livelihood promotion and which children should be given priority to attend the skills training courses.

In India, the MVF is an NGO that is striving to initiate and maintain a social movement for the universalization of quality education and the elimination of child labour. They raise awareness and demand for education among the poor. As well as providing quality non-formal education (NFE) opportunities as a bridge for marginalized and disadvantaged children to formal education, the organization also tries to instil a sense of community ownership of the social movement by setting up community-based mechanisms to monitor and guide the educational programmes and by mobilizing locally-based volunteers to identify child labourers and out-of-school children.

In Romania, ILO-IPEC sponsored a school retention programme in five counties in rural Romania and Moldova. The main aim was to raise the awareness of and mobilize teachers, parents and other members of each selected community to form a Local Implementing Committee (LIC) and become involved in the implementation of programme activities.

In the Philippines, local Education Task Forces (ETF) were formed in five key regional centres of the country: Bicol, Central, Eastern and Western Visayas and Southern Mindanao. The Task Forces were designed to motivate and strengthen child labour-affected communities through local awareness-raising and mobilizing local resources.

In Tanzania, community mobilization was also the core element of an action programme in the Iringa Region. Child Labour Committees (CLCs) were set up in each of five selected villages and played a key role in managing the other programme activities, including withdrawal, repatriation and rehabilitation of child domestic workers from Dar-es-Salaam and other major urban areas and support for poor families.



## Impact of the practice

### ***Innovation***

Establishing a sense of “community ownership” is an innovative strategy that can achieve several goals simultaneously. It is participatory by nature, which ensures the appropriateness and implementation of education interventions. However, the concept of “community ownership” goes beyond these functions and ensures that the problem of child labour is a problem shared by the entire community and that the responsibility for the success or failure of education interventions to eliminate and prevent child labour is shared by each member of the community. In this way, the process can have immediate, significant and lasting results in terms of mobilizing local resources, labour, expertise and support.

### ***Effectiveness***

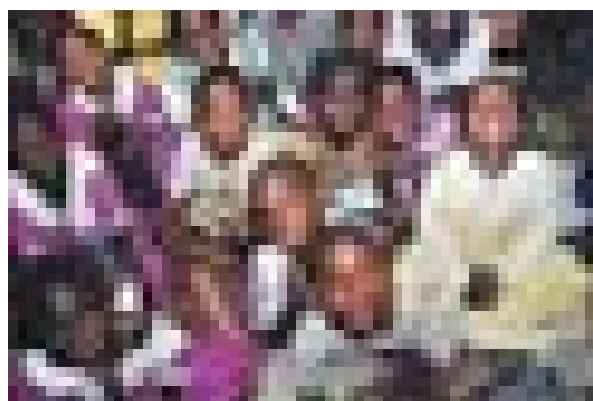
The CCLCs in Cambodia were effective in mobilizing community members in Kampot and Silhanouk Ville to take action on child labour by forming monitoring teams to regularly follow up the work, home and study situations of each at-risk child. These committees were also

expected to identify which children and families in the community are most in need of the education and social assistance provided by the project. Through this process, the community is able to deepen and enhance its collective and individual understanding about the forms and dimensions of child labour and the education needs of their children. In addition, this approach cultivates a sense of ownership of the interventions developed to tackle the issue of child labour problem.

In India, MVF’s programme was able to establish a consensus within the community of the Ranga Reddy district that school is the only alternative to work for children and was also able to influence social attitudes towards child labour. Employers in the area began to sponsor children for the so-called MVF NFE “bridge camps” which help in bringing children up to speed in education to be able to “bridge” into the formal system. In addition, parents began to put pressure on the government for better facilities in schools as well as finding ways that they themselves could also contribute to their children’s education and schooling. This included adjusting household work to suit education programmes and finding ways in which to overcome the loss of income caused by the withdrawal of children from work. Local institutions were set up to monitor all aspects of the programme’s implementation and included young people, government representatives, teachers, women and various officials. These local bodies were also able to attract more girls to school, to inform children on the dangers of dropping out of school and to review the overall performance of children in schools.

ILO-IPEC’s support for the MVF contributed to the consolidation of programmes in the Ranga Reddy district, as well as Andhra Pradesh as a whole. By the end of 2001, MVF was active in eight districts and 2,500 villages in Andhra Pradesh. An impact analysis of the action programme showed that there had been a considerable reduction in the incidence of child labour in the area.

In Romania, LICs were set up in all five project districts. Teachers and principals were able to get a better understanding of the link between school and child labour and



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there was a clear change in their own attitudes and behaviour. For example, they no longer only paid attention to well-behaved students with good grades, but also provided children with lower grades with additional support and attention. The teachers contacted key representatives of the community and NGOs to identify solutions for increasing school attendance, improving performance and preventing dropout.

Community leaders and more and more parents began to acknowledge the problem of child labour and there was also a positive change in the general attitudes and practices within the community itself. More people were willing to withdraw children from work and send them to school. In addition, parents began to organize themselves into support groups in each school (15 parents in each school) with the aim of influencing other parents regarding the value of their children's education and the importance of school attendance. The children placed in the project schools were enthusiastic about the programme participated fully in all activities. School performances improved generally and the children themselves showed signs of enhanced self-esteem. Out of 1,014 children in the programme, 1,003 successfully graduated at the end of the school year.

In Tanzania, the community-based CLCs were established in all project districts. These committees mobilized local resources and various local institutions, including religious missions, vocational training centres and the district agricultural extension services to contribute labour, materials and funds for initiatives to strengthen educational facilities locally. Individual community members, including trades and crafts people, contributed their labour voluntarily to improve educational opportunities in the area. For example, some businesses would take on apprentices and others would provide building materials or labour to improve and maintain primary school buildings. Activities to prevent and eliminate child labour were also included in the tasks and responsibilities of the village governments and the district administration, further institutionalizing local ownership of the programme initiatives.

Primary school attendance in the five villages increased beyond the end of the lifespan of the project. In the two primary schools visited by the ILO-IPEC evaluation team, attendance rose from 65 to 70 per cent to 75 to 80 per cent. The CLCs also registered a decline in the number of children leaving the villages to seek employment in urban areas. In Ilula Sokoni village, prior to the programme intervention six to ten girls left the village every month to seek employment in domestic service. After the intervention, this number fell to two to three girls. In Tanangozi village, the rate dropped from about ten to 14 children to three to four leaving every month.

## **Relevance**

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An assessment of ten years of ILO-IPEC's experience in India revealed that there had been a considerable reduction in the incidence of child labour in the area targeted by MVF after the programme's implementation.

## **Sustainability**

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In Cambodia, despite the fact that the community monitoring and decision-making process was time-consuming, community members acknowledged that the efforts had been well worthwhile in that the process had established a self-sustaining momentum within the community to solve their own problems.

In India, mobilizing the community to participate in monitoring their children and advocating for their education contributed significantly to the programme's sustainability. The various community committees played a vital role in sustaining activities beyond the end of the programme. The communities themselves began to recruit and pay for para-teachers to support children in the formal schools. Community volunteers were also being transferred to the government's District Primary Education Programme (DPEP) in order to mainstream their experience and enthusiasm.

In Romania, the capacity-building approach contributed to the sustainability of activities after the project ended. The pilot schools had laid the groundwork for the establishment of a local network on child labour, involving 25 additional villages in awareness-raising activities and providing support to families and children. There were also other local initiatives to combat child labour, such as awareness-raising meetings with teachers and local authorities from surrounding villages.

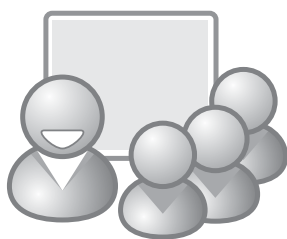
In Tanzania, community members in the project districts were enthusiastic in freely contributing their labour, efforts, talents, time and materials to the programme activities. The efforts made to build self-dependence on local resources, human and financial, instead of looking too often for external support underpinned the prospects for the initiative's sustainability in the long-term. The integration of responsibilities into the village administrative structure also contributed to maintaining the momentum that had been initiated through the programme and guaranteeing its long-term sustainability.

## **Replicability**

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This replicability of this practice is best shown by its track record. It had been successfully implemented in five programmes in four countries in three different continents and was also replicated in the same programme

areas by local actors on the strength of the success of these five programmes. For example, in India, MVF's philosophy and model have become more widespread and youth groups, politicians, school education committees and village panchayats (parliaments) from neighbouring areas regularly contact the organization for more information on replicating activities. In Romania, the Ministry of Education and Research (MER) promised to support the extension of the programme in other counties in the country. In Tanzania, the same strategy was replicated in other regions of Tanzania, such as the Singida region.



## Enabling environment for the practice

### Engaging relevant government institutions

In India, MVF's work in community mobilization and the goal of achieving universal primary education were inseparable. The organization worked closely with government institutions at the political and executive levels in order to influence government policies related to education and child labour. At the state level, it sensitized cabinet ministers, Members of Parliament and Members of the Legislative Assembly; while at the district and mandal levels, it made efforts to build the capacities of local officials and raise their awareness of the issue of child labour and the need to ensure that all children go to school.

In Romania, the political and physical support from the MER was critical to the smooth implementation of the programme. The implementing agency organized training-of-trainer (TOT) workshops on child labour issues for MER officials. These officials also participated in workshops on the development of a model programme that would fulfill the educational and counselling needs of working children. The trained officials formed a Core Training Team (CTT) which subsequently relayed the training to teachers in the project districts and acted as catalyst for change within the education system. A project steering committee was set up at the central level to coordinate and monitor programme implementation. It included local experts in education and high-level representatives of strategic institutions which also helped in increasing political support for the programme. The steering committee assumed responsibility for project coordination and implementation; the appointment of



school inspectors to visit the project schools; the selection of teachers and schools; the provision of technical assistance; and the organization of a summer camp for selected children.

In Tanzania, CHODAWU also actively involved district officials in the design and implementation of the programme. This helped in sensitizing district officials on child labour issues and gaining their support to lobby for improved allocations of local government resources to tackle child labour.

### Building upon existing structures

In India, in order to improve the efficiency and ensure the sustainability of the programme, MVF collaborated with government institutions in order to strengthen existing structures rather than creating new parallel structures. For example, MVF made use of already available village-level organizations of women, youth and parents and panchayat institutions to mobilize people against child labour.

In Tanzania, responsibilities for programme implementation were integrated into the existing village structures which was critical in building local ownership.

### Existing public awareness

A high level of public awareness about child labour and education was an important element in nurturing community ownership of the problem and in putting together solutions. In India, the MVF had been working in Andhra Pradesh since 1991 to create widespread consensus on the issues of child labour and education. The organization's uncompromising stand on the universalization of primary education and total abolition of child labour set high standards. These goals became a source of prestige and pride for villagers in the programme and there was a healthy spirit of competition in making villages child labour free. These developments and MVF's NFE bridge camps which had been successful in mainstreaming former working children into formal schools, helped the

organization in winning over public confidence in the communities in which they worked and in Andhra Pradesh as a whole.

In Tanzania, there was a high degree of awareness on the negative effects of child labour in the five villages prior to the launch of the direct support interventions. This awareness was built up through earlier sensitization efforts by the implementing agency.

### ***Commitment of stakeholders***

In India, MVF considered their programme goals of the universalization of primary education and the total abolition of child labour as “non-negotiable”. The organization sought to bring about profound social change from the grassroots upwards. It sought to influence people’s values and social norms within the community so that the community members themselves became the “owners” of their own programmes and managed their implementation through methods suited to local circumstances. Broad-based consultation within the villages and the formation of various committees responsible for all programme aspects helped significantly in generating widespread and popular support. The commitment of the people transcended political divides and went beyond traditional stakeholders. For example, politicians in Kulkacherala mandal from different political parties joined together in establishing a forum to discuss strategies to remove children from bonded labour and cash crops farms (cotton seeds) in this area.

In Tanzania, according to a villager quoted in the ILO-IPEC evaluation report, villagers “have often been promised support without receiving it”. Therefore, CHODAWU had to commit itself to making substantial efforts in implementing and managing the project to gain the trust and confidence of the villagers. The organization conducted frequent monitoring visits to the villages and spent significant amounts of time with them to ensure their commitment to take over responsibility and ownership of the project. This process underlines the importance of proactive facilitation and follow-up by the implementing agency in order to mobilize communities and gain their support, trust and confidence.

### ***Material support to families***

This programme element was relatively exclusive to the project in Romania. Direct support was essential in helping parents overcome difficulties encountered in ensuring their children’s education, for example, school uniforms, stationery, school stipends and transport. Many rural people attached a limited value to education and the concept of eliminating child labour through education was relatively new in Romania. So there was a significant gap between the aims and objectives of the

programme and the mindset of local people, which explained why some parents and teaching staff did not respond very well. It would take a sustained effort to consolidate the initial success of the project.



## **Implementation of the practice**

### ***Community awareness-raising and mobilization***

In order to create community ownership, steps must be taken at the very early stages of the programme to ensure that the community has a good understanding of child labour and the importance of education. Therefore, awareness-raising campaigns usually feature as an integral part of the programme to foster community ownership. However, the exact design of campaigns would depend on the existing level of awareness. Community constituents include the children themselves, their parents, young people, teachers, community and spiritual leaders, employers, government officials, other local organizations and community groups.

In Cambodia, intensive awareness-raising activities preceded further mobilization of the community.

In India, MVF regularly organizes public rallies, theatre mobilization campaigns, cultural programmes, enrolment programmes, field visits to bridge schools and visits to its home base in the Ranga Reddy district. The organization has a policy of responding to all requests for help and support and provides people with relevant information, training, and so on.

In Romania, teachers attended training sessions on child labour issues and pedagogical skills for helping working children. Parents were given training workshops on children’s developmental needs, the hazards of early employment, the importance of education and taking action against child labour.

### ***Community organizing favouring community ownership***

This is the most programme element in terms of fostering sustainable community acknowledgement of the child labour problem and elaborating solutions to it. Community members organize themselves to establish



local structures to take responsibility for child labour issues and education alternatives through monitoring, implementation and mobilization.

In Cambodia, the implementing agencies set up CCLCs whose members were volunteers from the community, including community leaders, parents, teachers, local community groups and NGOs with experience in child labour issues. The committees organized community and workplace monitoring teams and scheduled regular family and workplace visits to monitor the situation and development of each child in the community. They monitored children's work at home and at the workplace, academic performance, participation in the community centres in the village, understanding about child rights and child labour and also the parents' work and income situation. The CCLC monitoring teams met once a month to discuss the situation of each child and, if necessary, decided upon appropriate action, such as making a home visit or recommending immediate removal of the child from the workplace. They also made recommendations to the implementing agencies themselves as to which children should attend NFE or skills training courses and which parents should receive assistance in terms of skills training and credit schemes.

In India, a three-tier community-based Multiple Monitoring Mechanism (MMM) was established for the monitoring and guidance of the educational programmes. First of all Parent-Teacher Associations (PTAs) were established. Following this, Village Education Committees were set up consisting of representatives of the village local government, school principals and landlords. Finally, some 15 to 20 Village Education Committees formed the Mandal (Block) Education Committee. This three-tier system involved parents, teachers, local government and local communities to ensure:

- the monitoring and guidance of NFE bridge courses;
- that teachers attend school regularly;
- that school timings are maintained;
- that the midday meal is provided; and,
- that teachers do not use corporal punishment.

In Romania, LICs were established in each selected community and/or village. These were made up of the local authorities, teachers, parents, police officers, County School Inspectorates, NGOs, the media, religious leaders and other community representatives (village mayors, doctors, priests, and so on). The LIC members attended a two-day training workshop following which the committees:

- provided counselling and guidance to families on access to social protection and welfare services;

- gave support in organizing activities for children, for example, school exhibitions of children's paintings and essay competitions on child labour;
- organized informal community meetings to discuss child labour issues;
- mobilized local resources.

They were also actively involved in the implementation of the ILO-IPEC action programme in their communities.

In Tanzania, CLCs were set up in all selected villages. They were defined as a sub-committee to the Social Welfare and Self Reliance Committee which is established under each village government. The CLCs referred all child labour-related matters to the village government and provided advice on possible action to be taken. The committees monitored the child labour situation in their own villages, kept a register of children withdrawn and repatriated from child domestic labour and submitted quarterly reports to the implementing agency and the village government. In addition, they identified poor families that should benefit from income-generation support. They helped families who had children withdrawn from situations of child domestic work and returned to the village to find schooling or training opportunities and funding for them. The identification of families in need was based on a set of criteria developed by the communities themselves and included income, the size of the family and the number of children who had dropped out of school. The CLCs also mobilized local resources among parents, catholic missions and the District Council to improve schooling and training facilities in the communities.



K. King Cutcher





## For more information

### Web-based documents

#### **India**

- Mamidipudi Venkatarangaiya Foundation (MVF) - [www.mvfindia.org](http://www.mvfindia.org)

#### **Romania**

- Centre for Education and Professional Development (CEDP): [www.stepbystep.ro](http://www.stepbystep.ro)

### Other documents

#### **Cambodia**

- "Thematic review - Cambodia country report", Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, August 2003
- Mid-term evaluation of the project to "Combat child labour in hazardous work in the salt production, rubber plantation and fishing sectors in Cambodia", Rebecca F. Catalla, Rafael Norberto F. Catalla and Khlok Seima, June 2003
- ILO-IPEC internal documents, including project document and various progress reports of the project "Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia."

#### **India**

- "India country report: Thematic evaluation of ILO-IPEC skills training, formal and non-formal education activities", Saraswati Raju, Centre for Study of Regional Development, Jawaharlal Nehru University, New Delhi, First Draft, December 2003

- "Interventions and action against child labour: Achievements and lessons learned", ILO-IPEC, New Delhi, 2002
- Summary outline of the action programme "Elimination of child labour through universalization of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District", ILO-IPEC, New Delhi
- "Towards eradication of child labour - Useful initiatives in schooling: A study based on secondary data", Anuradha De. Claire Noronha and Meera Samson, December 2002
- "No to child labour, Yes to education: The unfolding of a grassroots movement in Andhra Pradesh", Rekha Wazir, 2002

#### **Romania**

- "Independent final project evaluation: National programme on the prevention and elimination of worst forms of child labour in Romania", June 2003
- Final output form on the action programme "Enhancing the capacity of the Ministry of Education and Research to increase the attendance, retention and performance rates of children in order to prevent and eliminate rural child labour", ILO-IPEC, Romania, March 2003
- Summary programme outline of the programme "Enhancing the capacity of the Ministry of Education and Research to increase the attendance, retention and performance rates of children in order to prevent and eliminate rural child labour", ILO-IPEC, Romania, 2001

#### **Tanzania**

- "Thematic evaluation on child domestic workers", Sheena Crawford and Birgitte Poulsen, 2001

# Skills Training and Employment-Related Approaches



# Employment as an Integral Part of Vocational Training



## Context

ILO-IPEC's vocational and skill training programmes provide practical skills for children who are above the legal minimum age of employment and who have already acquired functional literacy and numerical skills in order to prepare them for entry into gainful and skilled employment. These training programmes are designed to correspond to the needs of local labour markets.

Skills/livelihood training is also important in overcoming additional mechanisms of social exclusion, for example lack of access by marginalized children to marketable skills. Offering skills training to adolescents not only helps include former child workers in education and training but also prevents their exclusion from the labour market as adults. Skills/livelihood training programmes are built around a number of basic minimum criteria, several of which are relevant to this particular form of practice, including:

- The first step should always be a detailed assessment of what skills are needed and can be absorbed in the local labour market for wage employment but more often for self-employment.
- In respect of self-employment, students also require assistance in learning how and where to access business support services, such as micro-credit programmes, social protection services, marketing and business accounting.
- As far as possible, training should be conducted locally where the trainees live.
- Training should be modular and allow for flexible solutions to suit local and individual needs of the children involved.
- An effective infrastructure must be put in place to ensure quality of training delivery.
- Where necessary and relevant, training should include functional literacy and numeric skills education.
- Families and communities must be mobilized to ensure that adolescents do not return to hazardous work after training.
- Employers' organizations and local entrepreneurs should be actively involved in providing opportunities for employment after training, even small or micro-enterprises can provide opportunities for apprenticeships and employment.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of four action programmes in three countries: Bangladesh, Brazil and India. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Social partners' initiative - Income and employment generation: Extended component of the BGMEA-UNICEF MOU project" and "NORAD-assisted integrated child labour rehabilitation component of the BGMEA/UNICEF/ILO MOU Project", implemented by the Underprivileged Children's Education Programme (UCEP), Singer Bangladesh Limited, the Micro Institute of Technology Dhaka (MIT) and the Mirpur Agricultural Workshop and Training School (MAWTS), Bangladesh.
- "Assistance to children at risk of prostitution and their families", Confederação Nacional da Indústria (CNI), Brazil.
- "Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadu", implemented by the National Child Labour Project Society (NCLPS), Coimbatore, India.



## Brief description of the practice

In Brazil, the (CNI), which previously carried out awareness-raising activities on child labour for entrepreneurs, set up a prevention and rehabilitation programme for children in prostitution, providing vocational training and educational courses to the children concerned. The impoverished North-Eastern States of Bahia and Pernambuco, where the incidence of children in prostitution was highest, were identified as priority regions where pilot activities would take place.

In Bangladesh, a Memorandum of Understanding (MOU) was signed in 1995 between the Bangladesh Garment Manufacturers and Exporters Association (BGMEA), ILO and UNICEF entitled “The placement of child workers in school programmes and the elimination of child labour”. Subsequent to this MOU, various skill training programmes were set up to provide skills training and better future employment and life options to former working children in the garment sector, as well as their siblings and families. Skills training courses were provided according to the age and capabilities of the children who had to be at least 13-years-old to benefit from the programme. These were courses of a short duration with a simple curriculum to ensure that the children could easily understand the lessons. The number of trainees per course depended on the availability of necessary equipment and tools for training and the fact that teachers and teaching assistants had to provide close supervision to ensure optimum effective outcomes.

Because of the very difficult situation in the job market in Bangladesh, it was very important to include a component on post-training job placement as part of the training package. This has been a notable element of the training in Bangladesh, essential for bringing real benefit to the children. UCEP is considered as the pioneer NGO in the field of skills training for under-privileged children. It is also the only training provider which commits itself to a 100 per cent job placement success rate at the end of the training programme.

In Tirupur, India, a skills training programme was designed for child labourers aged between 13 and 16, aimed at improving their future employment or self-employment opportunities as a means to preventing them from falling back into situations of exploitative labour.



## Impact of the practice

### *Innovation*

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The strategy of combining vocational training and employment was pioneered in Bangladesh and UCEP was one of the first organizations to provide vocational training and guarantee a job placement for all their graduates. This strategy has proved very successful and has since been adopted by ILO-IPEC's vocational training programmes in Bangladesh. More and more training providers are following this example.

### *Effectiveness*

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In Brazil, almost 300 children benefited from the programme, 50 per cent of whom received educational support and enrolled in primary school, and the remaining 50 per cent took vocational training courses and found a job. Appropriately trained staff were able to deal with sexually exploited children and their specific problems, including drug abuse, dysfunctional group and family behaviour and HIV/AIDS. The employers' organizations involved in the programme gained valuable experience in working with vulnerable groups and in addressing the issue of child labour, which was an important step in working with social partners to eliminate child labour.

In Bangladesh, by the end of 2002, 70 children had joined the UCEP vocational training programme. UCEP continued to provide training to more children in 2003. In 2000, 50 children received training from the Singer company and, in 2002, six months training was provided to 227 trainees in tailoring and embroidery in Savar, Narayanganj and Chittagong. By the end of 2002, MIT completed 12 months training in electronics for 87 trainees in Dhaka. The graduates were given jobs at Micro Electronics Ltd, the mother company. As of the end of 2002, MAWTS had provided skills training to 228 former working children of the MOU project in the fields of small engine maintenance, auto electricity, painting, tailoring and embroidery and electronics. All the courses were six months long, except electronics which was 12 months. The project selected a further 100 children for training in six-month courses with MAWTS in 2003.

In Tirupur, India, 424 children, of whom 71 per cent were girls, received skills training courses. Three-quarters of the children took training in tailoring, with some going for specialized training in computerized embroidery. Fifteen per cent of the children (all boys) received training as mechanics for two-wheeled vehicles, and a further 10 per cent (both boys and girls) studied computer courses.

### *Relevance*

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In Bangladesh, as the programmes helped these children to find a job placement, they were subsequently able to make a decent living through their own income-generating activities without having to fall back on carpet weaving or other hazardous forms of child labour. In addition, the ILO-IPEC thematic evaluation on education and training in India showed that 80 per cent of the students in the Tirupur programme reported earning higher incomes after the training and many girls were working from home as opposed to working in factories. However, it should be noted that the evaluation report

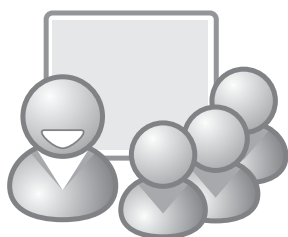
only referred to those who could be contacted at the time of the evaluation, which was only a very small percentage of the trained children.

### ***Sustainability***

In Bangladesh, the success of these skills training and employment programmes have started to attract more and more training providers in response to ILO-IPEC's project requests and have been helping graduates to find job placements or other decent ways to make a living.

### ***Replicability***

The strategy has been replicated in Brazil, Bangladesh and India.



### **Enabling environment for the practice**

#### ***Local labour market and economy***

The prerequisite for this strategy is the existence of an established local labour market and local economy, whether in terms of finding jobs or self-employment opportunities for the apprentices or the market for their services and/or products. Without this environment, the skills passed on to the trainees would not be translated into decent (self-)employment and life choices.

#### ***Committed partners***

In Bangladesh, UCEP has always worked with underprivileged children and, initially at least, was the only partner which guaranteed 100 per cent job placement for graduates from its training programmes. Eventually, other project partners also began to offer similar guarantees.

#### ***Other issues related to skills and employment***

The current choice of skills in the programmes, although based on local market needs, risks reinforcing stereotypical work in factories. Jobs based on contract work by these children may also encourage working at weekends from home. It is important in future that these issues are

given closer attention. It would also be important in future to reinforce collaboration with businesses, industries and other employers to ensure that the young people in the programmes can work in safer and better work environments.



### **Implementation of the practice**

In Brazil, the regional branches of the employers' organization CNI in the states of Bahia and Pernambuco collaborated with a local NGO<sup>8</sup> to deliver skills training/employment programmes to former working children. Based on their knowledge of job market opportunities, the employers' organizations proposed training courses in baking, sewing and serigraphy. Commercial agreements were negotiated with local enterprises in these trades to provide relevant courses. The training material was adapted to the target group while maintaining a high standard throughout the course.

The NGOs were selected because of their good reputation and the acceptance they enjoyed from the target group. This acceptance and their knowledge and understanding of the employers facilitated outreach work with the children. They provided education, health care, social assistance, leisure and sports activities for the children and their parents. Programme teams from CNI and the NGOs involved attended capacity-building courses on sensitive handling of the problems facing working children.

Children At Risk Foundation - CARF Brazil



<sup>8</sup> The partner NGOs were the "Associação Comunitária das Paróquias de Mata Escura e Calabetão" (ACOPAMEC) in Bahia, and the "Cruzada da Ação Social" (CAS) in Pernambuco.



In Bangladesh, ILO-IPEC supported several local organizations which were successful in their skill training programmes combined with work opportunities, including UCEP, SINGER, MIT and MAWT. The programmes included both theoretical and practical aspects to allow the young people to acquire on-the-job experience and prepare them for gainful employment afterwards. Strict control was applied in terms of the minimum age of the trainees to ensure that they were able to handle the courses and benefit fully. It was recognized that the training needed to represent the diversity of trades in the current labour market and be responsive to changes in the market, particularly to avoid saturation of certain trades. Programme managers are required to not only work closely with existing partners but to also seek new partnerships with employers to ensure diversity.

UCEP arranged both six and twelve months training courses for industrial sewing machine operator, general mechanic, auto mechanic, radio/television/tape and garments machine operator. Its programme provided a comprehensive package including skills training, job placement, continued follow-up and support after job placement and job replacement if required. It guaranteed job placement for all graduates from its vocational training courses. It also systematically carried out market surveys and labour market needs assessments which enhanced the relevance of its courses.

The Singer company combined skills training and promotion of self-employment in its programme. It not only provided skills training in tailoring and embroidery to the target children, but also assisted interested children in purchasing Singer sewing machines from them with special discounts. Some of the children had saved their transportation allowance to purchase their own sewing machines which gave them the opportunity to become

self-employed after completion of the training. Because it was not always possible for graduates to find a job, Singer's approach was an effective alternative.

MIT's programme combined skills training with working in the production unit, which allowed trainees to obtain more practical experiences, as well as "earn while they learn". Children taking part in the programme had to pass an assessment test. Once the theoretical part of the test was successfully completed, the candidate would move on to an apprenticeship to gain on-the-job training at Micro Electronics Limited. Only after the successful completion of training would the apprentice be accepted as an employee.

MAWT's programme employed graduates from their training courses as teaching assistants, which was an indication that they trusted the quality and high standard of their own training courses. They also included an "earning while learning" feature (see above paragraph) in which the student-trainees could go to the production unit and work on orders placed by customers. In this way, the trainees not only had the opportunity to benefit from hands-on practice on orders placed by actual customers, but also to earn some money while they learned.

In Tirupur, India, the programme was of an experimental nature, trying to combine skills training with non-formal education (NFE). The programme also tried to improve post-training employment or self-employment prospects for graduates. The selection of skills for the courses was based on perceived market needs in the local area. Because of the perception that the city had a thriving garments industry and that these new skills areas promised better self-employment and higher income potential, the programme chose to focus on tailoring and computerized embroidery. However, the children could also choose mechanics for two-wheeled vehicles or computer courses. Once the skills were selected, 15 well-established and experienced training institutions in the project areas were chosen to implement the programmes, including the Don Bosco Vocational Training Institute. Service providers were chosen for the quality of their training, their experience, good track records of success, as well as their physical location being within easy reach of the target group.

Groups of five to ten former child labourers were formed based on their training preferences and were enrolled in the selected centres as fees-paying apprentices. The courses were full-time for six months. However, despite the stipulated age of 13 to 16, most trainees came from the age groups beyond which they cease to be child labourers. Since children had to stop working to benefit from the training, more girls than boys opted for the programmes as withdrawal from work was less acceptable to boys.



The programme allowed for 200 Indian rupees (approximately US\$4.50) a month to be given to each trainee. Out of this amount, 100 Indian rupees (US\$2.25) was given to the trainee as a stipend, 50 Indian rupees (US\$1.12) for training materials and 50 Indian rupees for the trainer. The Don Bosco Institute also provided sewing machines and tool kits to deserving students which enabled them to sub-contract work to do at home. In addition, these trainees went to the Transitional Education Centre (TEC) nearest to their homes once a week where they attended classes on basic literacy and numerical skills.

In order to ensure that the trainees reached an adequate level of skills competence in the programme, community animators and community workers visited the training centres regularly to systematically monitor their progress. After the training, the programme organized a job placement or provided loans or sewing machines to the young people to help them get started in self-employment, take sub-contracted orders from factories to work at home or work in the neighbourhood.



For more information

### ***Web-based documents***

#### **Brazil**

- Confederação Nacional da Indústria (CNI): [www.cni.org.br](http://www.cni.org.br)

#### **India**

- National Child Labour Project (NCLP) in Tamil Nadu (Coimbatore): [www.childlabour.tn.gov.in/nclptn.htm](http://www.childlabour.tn.gov.in/nclptn.htm)

### ***Other documents***

- “Synthesis report on the global thematic evaluation on skills training”, Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, February 2004

#### **Bangladesh**

- “Thematic review - Bangladesh country report”, Usa Duongsaa, Faculty of Education, Chiangmai University, Thailand, 2003
- Internal documents, various project progress reports on “BGMEA/ILO/UNICEF MOU Project - Child labour rehabilitation”
- “Combined evaluation of ILO-IPEC garment sector projects as part of the MOU framework with the BGMEA”, Final evaluation, Keith Jeddere-Fisher and Sumaiya Khair, October 2003

#### **Brazil**

- “Prevention and elimination of commercial sexual exploitation of children and adolescents in Brazil and Paraguay”, project document, ILO-IPEC, October 2000

#### **India**

- “India country report - Thematic evaluation on ILO-IPEC skills training, formal and non-formal education activities”, Saraswati Raju, Centre for Study of Regional Development, Draft, January 2004
- Summary outline for the action programme “Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadu”
- “Review of the integrated area-specific approach against hazardous and exploitative forms of child labour (IASP), India”, First Draft, Benedict Light, August 2002

# Apprenticeship Schemes with Small Local Business Enterprises



## Context

In order to prepare for entry into gainful and skilled employment, the skills/livelihood training components of action programmes, matched to the needs of the local labour market through training needs assessments, provide practical skills for older children, preferably above the legal minimum age of employment and who have already acquired functional literacy and numeric skills.

It is not appropriate to think of practical skills/livelihood training and basic literacy in “either-or” terms because they are closely related. Functional literacy and numeric skills are prerequisites for any form of education or vocational training for adolescents. Likewise, practical skills training which requires the physical handling of materials and objects can contribute to proficiency in reading, writing and mathematics. This training gives children abilities that provide immediate economic alternatives and the necessary incentives to make education more attractive. Such training could also facilitate the child’s entry into further education and vocational training if such opportunities exist.

In terms of pre-vocational training, children are not trained in one trade only. Certain basic skills, which are needed in a range of trades and crafts, can constitute the “core” curriculum. After developing a sound knowledge and skills base for a wide variety of trades and occupations, students can then specialize. On account of the marked gender segregation in the labour market in many countries, the options for girls to enter different trades or occupations can be limited. In order to ensure that educational programmes do not inadvertently reinforce existing gender inequalities, special attention needs to be given to facilitating the access of girls to vocational training.

Skills/livelihood training is also important in overcoming additional mechanisms of social exclusion, for example lack of access by marginalized children to marketable skills. Offering skills training to adolescents not only helps include former child workers in education and training but also prevents their exclusion from the labour market as adults.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of four action programmes in three countries: Cambodia, Kenya and Niger. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia”, implemented by the Catholic Child Bureau Organization and the Cambodian Centre for the Protection of Children’s Rights, Cambodia.
- “Informal skills training and basic health care services for working street and slum children” and “Empowerment of working street children through the provision of informal skills, training, basic health care and employment creation”, implemented by the Undugu Society of Kenya.
- “Contribuer à éliminer l’exploitation des enfants dans les rues de Birni N’Konni”, implemented by the Comité de Protection pour l’Enfance au Niger (CPEN).



## Brief description of the practice

In order to prepare older children for entry into gainful and skilled employment, it is crucial that the vocational education and skills training component of ILO-IPEC programmes are matched to the current needs of local labour markets. In this respect, linking up to apprenticeships with local businesses, artisans and craftsmen and women has proved to be a successful strategy for older children.

ILO-IPEC in Cambodia organized skills training in the fishing communities in Sihanouk Ville and Kampot. To

complement the provincial government-owned vocational training centre, local small business owners and master craftspeople were recruited as apprenticeship training providers - a strategy which proved to be particularly effective.

The Undugu Society of Kenya also developed an apprenticeship programme for street children aged from 14 to 18 to help them acquire appropriate technical and business skills for gainful future employment. The programme included rehabilitation and apprenticeship skills training with local artisans who have had long-term association with the Undugu Society.

In Niger, the CPEN elaborated a programme targeting street children in Birni N'Konni who were faced with multiple dangers from life on the streets, including prostitution, delinquency, illiteracy, drug and other substance abuse. The programme combined apprenticeship skills training with additional social support to help reintegrate these children into the formal education system and their families.



## Impact of the practice

### *Innovation*

Recruiting local small businesses as training providers is an innovative way to link children up to the world of work and as way in which to provide a wide variety of skills for children to choose from. The skills provided in the training are regularly updated to ensure they are relevant to local labour market needs. In apprenticeship programmes the learning takes place in a real, natural setting and includes a lot of skills practice for the children involved, usually on modern tools and equipment which is not often the case in formal vocational training centres. As well as vocational skills, the children can observe and learn other entrepreneurial skills, such as negotiating prices, prospecting new clients, and so on. The children learn about business networks such as suppliers and clients.

### *Effectiveness*

In Kenya, 400 children were withdrawn from hazardous street work and enrolled in non-formal technical skills programmes and 200 working children living on the streets were reintegrated into their families and school. Two hundred children were placed with local artisans for

apprenticeship training. Following this, 50 working children who completed the skills and business training were linked up to credit schemes, while 100 parents were provided with credit to start up their own small businesses. At the end of the first year of training, nearly 80 per cent of Undugu trainees continued to pursue further skills improvements, while about 17 per cent were either already self-employed or had found salaried employment.

In Niger, 95 children, including 35 girls, benefited from one-year apprenticeship schemes. All of the children left their street life in order to pursue their new trades. Eighty-five per cent of the children returned to their families - 20 per cent of whom were reintegrated into the families of their relatives and 5 per cent with their guardians because their families lived in distant rural villages. Twenty-eight children between the ages of 13 to 16 were admitted into a two-year professional training programme run by NIGETECH II within the framework of a partnership with the ILO.

### *Relevance*

The apprenticeship schemes add a practical dimension to vocational training. In addition, the fact that they take place with a various small local business means that the schemes are well integrated into the local economy and the children will have a higher chance of being employed or becoming self-employed after they finish the training.

Moreover, by becoming involved in the apprenticeship schemes, the local community in these programmes became more aware of children's rights and child labour. In Niger, the people in Konni became more conscious about these issues and came to show more respect for the rights of their children, in particular in relation to the right to education, the minimum age of work and the elimination of child labour. They also began to understand better the importance of sending their children to school, especially girls.



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## ***Efficiency***

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This is a very cost-effective strategy and with guaranteed results. In Cambodia, the evaluation report indicated that the programmes were able to plan their budget accurately with no cost overrun at the end.

## ***Sustainability***

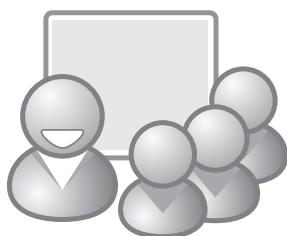
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Providing apprenticeships through local small business capitalizes on local resources and benefits the local economy. These small local businesses are also located within or near the community, so children do not need to travel long distances for training.

## ***Replicability***

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Apprenticeships with small business can have significant potential for the children concerned as there are in effect private training service providers scattered all over most countries. These small businesses could, in theory, collectively train hundreds of thousands of young people in various skills.



Enabling environment  
for the practice

## ***Local economy and SMEs***

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In Cambodia, the existing small and medium businesses (SMEs) constituted the main local resource which enabled the apprenticeship schemes to be set up in the first place. Evolving out of the widespread traditional apprenticeship training, particularly in rural areas, the current practice involves skills training provided by a small business either in exchange for young people's labour or at a fee, in other words, that the young apprentice pays the local business to be a part of the scheme. The apprentice generally observes and imitates the skills and work of the business owner or master craftsman and will be corrected accordingly as part of the training and in order to learn. The apprentice usually begins with simple tasks before gradually moving to more complex ones as he or she grows in confidence and aptitude.

## ***Holistic preparation for life***

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Usually apprenticeships only teach trainees about specific vocational skills without addressing other more



general subjects and skills which would be necessary for a young person's life and development, for example, occupational health and safety, children's rights, reproductive health, HIV/AIDS education, and so on. Therefore, in the cases of Cambodia and Kenya, the apprenticeship schemes were accompanied by the provision of additional life skills education to the children concerned.

In Niger, the children also attended cultural education sessions during their apprenticeship. The parents were particularly keen on cultural and religious education sessions for their children as they see this as part of their passage to be accepted into society. These activities were based on Islamic values, especially for the girls because they were generally considered more vulnerable to the hazards of street life.

## ***Social support services***

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Social support services are crucial for programmes targeting street children and those in hazardous street work. However, small business owners cannot be expected to arrange for such support for their apprentices alongside training. In Cambodia, the project itself took care of aspects such as providing meals, subsidies, counselling, vocational guidance, transportation and job placement support. In Kenya, the programme also provided the children with health care services, guidance, counselling and recreational activities.

In Niger, medical care was provided to all children by a private clinic contracted by the programme. Get-togethers for the children were organized regularly, allowing them to socialize with each other through games and recreational activities. Some of the children, usually girls, and their parents also prepared food for these get-togethers. Different interest groups were also

set up. The programme considered each child as an individual case and deserving individual attention. The reason why they ended up on the streets in the first place may be different for each of them and thus the rehabilitation process needs to be adapted to each case and must, above all, convince them to abandon their street life. Therefore, each child had an in-depth interview in order to build up a rapport with the programme coordinator and psychologist, underpinned by mutual trust and confidence. This would help in taking them through the rehabilitation process gradually, covering elements such as exploration, assistance, trust, reconciliation with the family, commitment to leave the street life and building up a personal project for the future. At the appropriate moment, a medical plan was drawn up for each child individually.



## Implementation of the practice

### ***Matching apprentices with apprenticeships***

In Cambodia, the project staff selected the business owners, master crafts and trades people based on established criteria, including:

- credibility;
- professional reputation;
- location of the workshop and its distance from the target group's village;
- safety features of the workshop and availability of sufficient modern equipment for effective practice; the training fee required and quality control of apprentice graduates.

A written contract was subsequently signed with those selected. Experience showed that the rural children, because of their lack of exposure to and admiration for more modern skills, tended to choose from only a very limited range of occupations. These were also heavily influenced by gender stereotypes, such as sewing and hairdressing for girls, and engine repair for boys. It was therefore necessary to provide careful guidance to each child and the family in considering the most suitable occupation, taking into consideration what each child or family expected as an outcome of the training, for example, finding waged or self-employment, and also labour market needs, the potential of the child, resources available to the child and family such as land, and the

lifestyle and livelihood of the children and their families. The programme also organized pre-vocational training visits to help the children and their families in their choices by seeing a broad range of possible options. A good first choice of apprenticeship occupation is very important as it is difficult to change once the training is under way.

In Kenya, trainees in the Undugu Society programme were identified by social workers and teachers from Undugu primary schools based on the following criteria: that they were 14 to 18-years-old, had been educated to the level of Standard 8 and came from a poor socio-economic background. Social workers carried out home visits and wrote detailed histories of potential trainees prior to selection. Nearly 80 per cent of the trainees in the programmes were girls.

In Niger, a survey was conducted to identify the children, the size of their family including siblings, the reasons why they left home, and so on. The survey provided insights into the situation of the children and developed some ideas for designing the programme. The beneficiaries were then selected from among the 200 street children who participated in the survey. Selection criteria included being less than 18-years-old and being either separated from their family or coming from a large family or being orphans. In addition, priority was given to girls. In general, the children were aged from 12 to 18 at the beginning of the programme.

NIGETECH II also conducted a survey on local workshops and artisans. Together with the programme coordinator, they selected the artisans best suited to take in these young apprentices. Workshops were then organized by NIGETECH II where the artisans were trained on applying the adapted training modules and following the prescribed schedules with the support of a technician from NIGETECH II and a local specialist. The artisans also attended awareness-raising sessions on the rights of the child, ILO Conventions 138 and 182, as well as basic notions about child psychology.

The choice of apprentice trade was left to each child. A concerted effort was made not to assert any influence on the child's choice, including from parents. Trades on offer included sewing, car mechanics and electrics, plumbing, electrical engineering, carpentry, metal work and air-conditioning engineering.

### ***How the apprenticeship was organized***

In Cambodia, the children were organized into small apprenticeship groups of two to five for each service provider. The numbers needed to be kept low in each group as otherwise there would be too few opportunities for them to practice with real tools and equipment. Keeping





low numbers also ensured that each child received more attention from the trainer or was able to observe the trainer's work and demonstrations. If the numbers are too large then this could lead to a decrease in the quality of training.

The apprentices would work in the premises belonging to the trainer which were very modest, usually only one room. The training approach would involve the apprentices observing the work skills of the trainer and then copying these. Oral explanations were sometimes provided but mostly the approach focused on observation and replication, starting with simple tasks such as washing engines, and moving on to more complex tasks such as taking the engine apart and putting it back together again. Skills, such as sewing and hairdressing, required more explanation and practice with the trainer in order correct any errors and to perfect the skills. The overall approach, therefore, focused on learning by doing.

The apprentices would work in the morning and afternoons, return home for lunch and return home in the evening - a normal working day. Each training course lasted six to ten months and, if at the end of the period the trainees still could not master the skills they were supposed to learn, then the training providers would allow the trainees to continue with the apprenticeship until they could master the skills as agreed.

In Kenya, the trainees received a combination of theoretical and practical training. They were placed in apprenticeship training with local artisans to learn technical skills, while they participated in theory classes provided at Undugu Production Units by Undugu employees each Saturday. Training trades and other classes included arts and crafts, garment making, agriculture, masonry, woodworking, welding and fabrication, motor vehicle mechanics, applied geometry and entrepreneurship. This combination of subjects equipped the children with relevant and appropriate technical and business skills and allowed them to become self-reliant. The main additional advantage of working with artisans was that they usually had more up-to-date skills and equipment than traditional training centres.

The length of skills training depended upon the types of skills to be acquired. For example, skills in hairdressing could normally be acquired in shorter courses. However, many trades required at least two or even three years training in order to achieve the levels of expertise required and for the trainees to feel competent and experienced enough to start their own business or to enable them to find employment. The six-month placement with artisans may not be sufficient for some types of skills.

The artisans with whom the trainees are placed should be well informed about the nature of skills training programmes and their role as a medium to transfer these skills to young people. It is also important that they are sensitized on issues such as child rights and child labour.

In Niger, the NIGETECH II was an institution specialized in professional training. It was contracted to adapt and elaborate training modules with a clear training schedule and regular evaluation for each trade. All of the training lasted for one year for the older children. They also took into consideration the level of literacy of most of the children on the programme (which was either low or non-existent) as well as that of the local artisans. The training was very hands-on and helped the children to acquire practical skills from a very early stage. The training took place in the artisans' workshops because there was no vocational training institute nearby.

### ***Monitoring of progress***

In Cambodia, the project staff and members of the community monitoring team carefully followed the children's progress and often had dialogue with the children throughout the training period. Close monitoring of the sub-contractor and actual process of the apprenticeship was necessary to guard against potential abuse of the children in different forms, including:

- physical or verbal abuse;



- treating the children as cheap labour without really teaching them any skills or allowing them to practice seriously;
- putting the children to work in hazardous environments;
- putting the children in contact with hazardous chemicals or liquids without appropriate protective gear;
- making the children carry loads too heavy for their age and physique.

In Kenya, regular monitoring and feedback between the implementing agency and the artisans were also essential to ensure that the apprenticeships were kept well on-track. As the trainees spent most of their time in practical learning with these artisans, every effort was made to ensure that the learning and teaching processes were meaningful and did not become another form of exploitation.

The Undugu Society developed their own curriculum by incorporating skills training into their existing technical training programmes, thus making more effective use of the organization's expertise. The Society also participated in developing the curriculum for the government's official trades tests which meant that the training offered to the apprentices was designed with an additional view to better prepare them to sit for these official aptitude tests which would significantly boost their future employment prospects.

In Niger, the implementing agency organized monthly meetings with all stakeholders, including the children, their parents, the artisans and the local authorities, in order to closely follow up the training process and discuss issues and problems encountered in its implementation. Different types of meetings including different stakeholders were also arranged on a regular basis, for example, between the parents and the programme coordinator; the artisan and the coordinator; between the parents, the child and the coordinator; the child and the artisan; the child and the coordinator; between the artisan and the coordinator; and, also between the child, the parents, the artisan and the coordinator altogether. This regular contact developed a strong bond of trust and enhanced the relationship between all the stakeholders. A psychologist also monitored each child throughout the programme.

The programme in Niger included follow-up with the apprentices after the end of the programme in order to monitor their progress in training and afterwards and their return to the family. For example, the programme ensured that the artisans kept to their agreement to keep on the apprentices who had not yet mastered the trade. A new action programme was also designed to consolidate the skills that these children acquired in their initial training in order to help them engage in self-employment in the future.



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For more information

### ***Web-based documents***

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- Undugu Society of Kenya: [www.undugukenya.org](http://www.undugukenya.org)

### ***Other documents***

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#### **Cambodia**

- Internal documents, including project document and various progress reports of the project “Combating child labour in hazardous work in salt production, rubber plantations and the fish and shrimp processing sectors in Cambodia”
- Mid-term evaluation of the project to “Combat child labour in hazardous work in the salt production, rubber plantation and fishing sectors in Cambodia”, Rebecca F. Catalla, Rafael Norberto F. Catalla and Khlok Seima, June 2003
- “Thematic review - Cambodia country report”, Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, August 2003

#### **Kenya**

- “Thematic review of ILO-IPEC education and skills training action programmes in Kenya”, Paul A. Ogula, Nairobi, August 2003
- “Skills training thematic report”, Dusit Duangsa, Faculty Of Education, Chiangmai University, Thailand, February 2004

#### **Niger**

- “Programme national pour l’abolition du travail des enfants au Niger”, Evaluation à mi-parcours, Ibrahim Balla Souley and Vera Paquete-Perdigão, ILO-IPEC, March 2003
- “Des bonnes pratiques en matière d’éducation et de formation dans le combat contre le travail des enfants”, Formulaire standard pour faciliter une synthèse mondiale du programme d’action “Contribuer à éliminer l’exploitation des enfants dans les rues de Birni N’Konni”, Ibrahim Balla Souley, ILO-IPEC, Niger



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# Support Services to Skills Training



## Context

Studies have shown that non-formal education (NFE) and skills training alone are not necessarily adequate or meaningful enough in themselves. These interventions should be complemented by other support services in order to be more effective and make a sustainable and substantial. ILO-IPEC's vocational and skill training programmes provide practical skills for children who are above the legal minimum age of employment and who have already acquired functional literacy and numerical skills in order to prepare them for entry into gainful and skilled employment. These training programmes are designed to correspond to the needs of local labour markets.

Skills/livelihood training is also important in overcoming additional mechanisms of social exclusion, for example lack of access by marginalized children to marketable skills. Offering skills training to adolescents not only helps include former child workers in education and training but also prevents their exclusion from the labour market as adults. Skills/livelihood training programmes are built around a number of basic minimum criteria, several of which are relevant to this particular form of practice, including:

- The first step should always be a detailed assessment of what skills are needed and can be absorbed in the local labour market for wage employment but more often for self-employment.
- In respect of self-employment, students also require assistance in learning how and where to access business support services, such as micro-credit programmes, social protection services, marketing and business accounting.
- As far as possible, training should be conducted locally where the trainees live.
- Training should be modular and allow for flexible solutions to suit local and individual needs of the children involved.
- An effective infrastructure must be put in place to ensure quality of training delivery.
- Where necessary and relevant, training should include functional literacy and numeric skills education.
- Families and communities must be mobilized to ensure that adolescents do not return to hazardous work after training.

- Employers' organizations and local entrepreneurs should be actively involved in providing opportunities for employment after training, even small or micro-enterprises can provide opportunities for apprenticeships and employment.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of four action programmes in three countries: Bangladesh, India and the Philippines. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Social partners' initiative: Income and employment generation - Extended component of the BGMEA-UNICEF MOU project" and "NORAD Assisted integrated child labour rehabilitation component of the BGMEA/UNICEF/ILO MOU Project", implemented by the Underprivileged Children's Education Programme (UCEP), Singer Bangladesh Limited, the Micro Institute of Technology, Dhaka (MIT) and the Mirpur Agricultural Workshop and Training School (MAWTS), Bangladesh.
- "Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadu", implemented by the National Child Labour Project Society, Coimbatore, India.
- "A provincial programme to combat child labour through integrated strategies in education, vocational skills training and small business development", implemented by the Technical Education and Skills Development Authority (TESDA), the Philippines.



## Brief description of the practice

In Bangladesh, various programmes have been set up to provide skills training to former working children in the garment sector to try and improve their future employment and life options, as well as those of their families. In this

practice, training courses were provided according to the age and capabilities of the children, who had to be at least 13-years-old to participate.

In Tirupur, India, a skills training programme was designed for child labourers aged between 13 and 16, aimed at improving their future employment or self-employment opportunities as a means to prevent them from falling back into exploitative labour.

In the Philippines, the TESDA programme was designed to primarily address specific training needs in marketable skills of working children (over 12-years-old) and their adult family members.



## Impact of the practice

### *Innovation*

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The strategy of combining vocation training and employment was pioneered in Bangladesh and UCEP was one of the first institutions in the country to provide training which also guaranteed a job placement afterwards for all graduates. This has proved very successful and has since been adopted by ILO-IPEC's vocational training programme approach in Bangladesh. More and more training providers are responding positively to this request.

### *Effectiveness*

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In Bangladesh, as of the end of 2002, 70 children had joined the UCEP training programme. The organization continued to provide skills training to more children in 2003. In 2000, 50 children received training from Singer Bangladesh and, in 2002, six months training was given to 227 trainees in the fields of tailoring and embroidery in Savar, Narayanganj and Chittagong. The MIT in its programme completed 12 months training for 87 trainees in electronics by the end of 2002. MIT graduates were absorbed in jobs at Micro Electronics Limited, the MIT mother institution. By the end of 2002, MAWTS had provided skills training to 228 former working children of the MOU project in the fields of small engine mechanics, auto electricity, painting, tailoring, embroidery and electronics. All the courses are six months long, except electronics which is 12 months. The MOU project had selected a further 100 children for training with MAWTS in 2003.

In Tirupur, India, 424 children benefited from the skill training programme of which 71 per cent were girls.

Three-quarters of the beneficiaries took courses in tailoring, with some going for special training in computerized embroidery. Another 15 per cent (all boys), received training as mechanics for two-wheeled vehicles and 10 per cent (both boys and girls) studied computers.

In the Philippines, the various elements of the skills training programme proved very effective, including curriculum and materials development, quality of staff and trainers, the teaching-learning process, the support services and the level of enhancement of quality of life. The completion rate among the children and adult family members who attended training was 95 per cent on average. Since the end of the training programme, the majority of trainees have found gainful employment. In addition, the other adult family members who completed the training were able to supplement the family income through food production and other micro-enterprise activities that they had been able to start.

### *Relevance*

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In Bangladesh, because the training programmes helped the children to find subsequent employment opportunities, they were able to make a decent living through their own income-generating activities without having to fall back into making carpets or other worst forms of child labour. In addition, the ILO-IPEC thematic evaluation on education and training in India showed that 80 per cent of the students in the Tirupur programme reported higher incomes after the training programmes and many girls were working from home as opposed to working in factories. However, the evaluation team was only able to contact a very small percentage of the trained children at the time of their reporting.

In the Philippines, the additional programme activities were particularly relevant to the age, gender, developmental stage and conditions of the child workers. It was through these additional activities that the children were able to individually process, assimilate and systematically practice a wide range of values and life skills, including work skills and work ethics, and mostly in situations outside of the confines of the training programme itself. These activities helped the trainees in overcoming their lack of confidence, their shyness and their fears and anxieties. It was also in this part of the programme that their awareness on the issue of child labour was deepened. It was felt that these activities could be further enhanced through regular consultation with the children on their needs and expectations and providing a trained facilitator could implement the activities.

### *Sustainability*

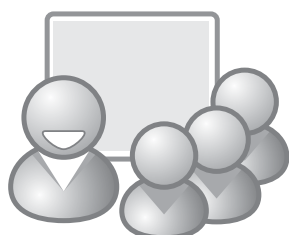
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In Bangladesh, the success of the skills training and employment programmes have started to attract more and more training providers to respond to ILO-IPEC's

project requests and have been helping the graduates to find job placements or other decent ways to make a living.

### ***Replicability***

This strategy has been applied Bangladesh, India and the Philippines.



### **Enabling environment for the practice**

#### ***Local labour market and local economy***

The prerequisite for this programme strategy is the existence of sound local markets, either labour markets or markets for the services and/or products of graduate trainees. If these markets are not available, then the skills the children learn would not necessarily translate into decent (self)employment and life choices.

#### ***Committed partners***

In Bangladesh, UCEP has always worked with underprivileged children and, initially at least, was the only partner which committed itself to guaranteeing 100 per cent job placements for training graduates. Over time, the other project partners also managed to offer similar commitments.

In the Philippines, links were established among and between community organizations, local churches, employers and officials of the Department of Labour Employment in national, regional and provincial offices. The active participation of TESDA and the regional office of the Department of Labour and Employment in child labour network activities was a vital contribution to the training of the children and the members of their families and their subsequent gainful employment.

#### ***Other issues related to skills and employment***

The current choice of skills in the programmes, although based on local market needs, risks reinforcing stereotypical work in factories. Jobs based on contract work by these children may also encourage working at weekends from home. It is important in future that these issues are given closer attention. It would also be important in

future to reinforce collaboration with businesses, industries and other employers to ensure that the young people in the programmes can work in safer and better work environments.



### **Implementation of the practice**

In Bangladesh, ILO-IPEC supported several local organizations which were successful in their skill training programmes combined with work opportunities, including UCEP, Singer, MIT and MAWT. The programmes included both theoretical and practical aspects to allow the young people to acquire on-the-job experience and prepare them for gainful employment afterwards. Strict control was applied in terms of the minimum age of the trainees to ensure that they were able to handle the courses and benefit fully. It was recognized that the training needed to represent the diversity of trades in the current labour market and be responsive to changes in the market, particularly to avoid saturation of certain trades. Programme managers are required to not only work closely with existing partners but to also seek new partnerships with employers to ensure diversity.

UCEP arranged both six and twelve months training courses for industrial sewing machine operator, general mechanic, auto mechanic, radio/television/tape and garments machine operator. Its programme provided a comprehensive package including skills training, job placement, continued follow-up and support after job placement and job replacement if required. It guaranteed job placement for all graduates from its vocational training courses. It also systematically carried out market surveys and labour market needs assessments which enhanced the relevance of its courses.

The Singer company combined skills training and promotion of self-employment in its programme. It not only provided skills training in tailoring and embroidery to the target children, but also assisted interested children in purchasing Singer sewing machines from them with special discounts. Some of the children had saved their transportation allowance to purchase their own sewing machines which gave them the opportunity to become self-employed after completion of the training. Because it was not always possible for graduates to find a job, Singer's approach was an effective alternative.

MIT's programme combined skills training with working in the production unit, which allowed trainees to obtain more practical experiences, as well as "earn while they learn". Children taking part in the programme had to pass an assessment test. Once the theoretical part of the test was successfully completed, the candidate would move on to an apprenticeship to gain on-the-job training at Micro Electronics Limited. Only after the successful completion of training would the apprentice be accepted as an employee.

MAWT's programme employed graduates from their training courses as teaching assistants, which was an indication that they trusted the quality and high standard of their own training courses. They also included an "earning while learning" feature (see above paragraph) in which the student-trainees could go to the production unit and work on orders placed by customers. In this way, the trainees not only had the opportunity to benefit from hands-on practice on orders placed by actual customers, but also to earn some money while they learned.

Apart from job placement support, these skills training programmes were always accompanied by some other support services or facilities. The one most often provided was a micro credit scheme for parents, sometimes accompanied by a compulsory savings scheme. Other services included: counselling, accommodation, meals, health care, pre-vocational skills training for younger children aged 12 to 14, entrepreneurship training for parents, micro credit schemes for children who participate in pre-vocational and/or vocational skills training, recreation and sports.

In Tirupur, India, the programme was of an experimental nature, trying to combine skills training with non-formal education (NFE). The programme also tried to improve post-training employment or self-employment prospects for graduates. The selection of skills for the courses was based on perceived market needs in the local area. Because of the perception that the city had a thriving garments industry and that these new skills areas promised better self-employment and higher income potential, the programme chose to focus on tailoring and computerized embroidery. However, the children could also choose mechanics for two-wheeled vehicles or computer courses. Once the skills were selected, 15 well-established and experienced training institutions in the project areas were chosen to implement the programmes, including the Don Bosco Vocational Training Institute. Service providers were chosen for the quality of their training, their experience, good track records of success, as well as their physical location being within easy reach of the target group.

Groups of five to ten former child labourers were formed based on their training preferences and were enrolled in

the selected centres as fees-paying apprentices. The courses were full-time for six months. However, despite the stipulated age of 13 to 16, most trainees came from the age groups beyond which they cease to be child labourers. Since children had to stop working to benefit from the training, more girls than boys opted for the programmes as withdrawal from work was less acceptable to boys.

The programme allowed for 200 Indian rupees (approximately US\$4.50) a month to be given to each trainee. Out of this amount, 100 Indian rupees (US\$2.25) was given to the trainee as a stipend, 50 Indian rupees (US\$1.12) for training materials and 50 Indian rupees for the trainer. The Don Bosco Institute also provided sewing machines and tool kits to deserving students which enabled them to sub-contract work to do at home. In addition, these trainees went to the Transitional Education Centre (TEC) nearest to their homes once a week where they attended classes on basic literacy and numerical skills.

Mothers of the children formed self-help groups in every TEC location. They were given entrepreneurship training, which resulted in 39 out of a total of 68 groups establishing income-generating businesses. Parents found it particularly helpful to receive indirect support in accessing various governmental schemes and provisions for income earning opportunities.

In order to ensure that the trainees reached an adequate level of skills competence in the programme, community animators and community workers visited the training centres regularly to systematically monitor their progress. After the training, the programme organized a job placement or provided loans or sewing machines to the young people to help them get started in self-employment, take sub-contracted orders from factories to work at home or work in the neighbourhood.

In the Philippines, TESDA promoted self-employment through training in skills which were immediately "marketable" and which would help trainees in starting their own small or micro enterprises. This meant that, aside from training in technical skills training in areas such as cosmetology, dressmaking, consumer electronic mechanics and meat processing, the trainees were also given a week-long course on entrepreneurship development. This part of the training covered knowledge and skills on how to start up and register a business, how to market the production, how to calculate profit and so on. In one six-month apprenticeship programme on dressmaking, the trainees were paid on a piecework basis after the training.

In separate training or workshop modules, either during or after the main programme, ILO-IPEC staff help the



children to develop a positive attitude towards work and teach them about occupational safety and health, workers' and children's rights. Other support services, provided during the training, included counselling, tutoring, parent-teacher meetings, nutrition and balanced meals, home visits, legal assistance, medical and health care, recreation, youth encounters, sex education, health education, field trips and adult education for parents.

Two post-training support services were provided: the establishment of a community savings and credit programme, and, the formation of self-help groups. The community savings and credit programme operated along the same principles and manner as a cooperative to enable the beneficiaries, particularly the adult family members, to save daily or weekly. Based on their accumulated savings, they would then be able to borrow funds for start-up capital for income-generating activities. The self-help groups pooled the resources of interested beneficiaries and then acted like business partners to start up micro-businesses such as a small community store, buying and selling various products and food. Other post-training support services included training on basic book-keeping and accounting to enable the beneficiaries to keep track of income and expenditure.



For more information

### Web-based documents

#### India

- National Child Labour Project (NCLP) in Tamil Nadu (Coimbatore): [www.childlabour.tn.gov.in/nclptn.htm](http://www.childlabour.tn.gov.in/nclptn.htm)

#### The Philippines

- Technical, Education and Skills Development Authority (TESDA): [www.tesda.gov.ph](http://www.tesda.gov.ph)

### Other documents

- "Synthesis report on the global thematic evaluation on skills training", Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, February 2004

#### Bangladesh

- "Thematic review - Bangladesh country report", Usa Duongsaa, Faculty of Education, Chiangmai University, Thailand, 2003
- Internal documents, various project progress reports on "BGMEA/ILO/UNICEF MOU Project - Child labour rehabilitation"
- "Combined evaluation of ILO-IPEC garment sector projects as part of the MOU framework with the BGMEA", Final evaluation, Keith Jeddere-Fisher and Sumaiya Khair, October 2003

#### India

- "India country report - Thematic evaluation on ILO-IPEC skills training, formal and non-formal education activities", Saraswati Raju, Centre for Study of Regional Development, Draft, January 2004
- Summary outline for the action programme "Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadu"
- "Review of the integrated area-specific approach against hazardous and exploitative forms of child labour (IASP), India", First Draft, Benedict Light, August 2002

#### The Philippines

- "Thematic review of ILO-IPEC skills training, formal and non-formal education activities in the Philippines", Divina M. Edralin, 20 June 2003



Income-Generating Activities

# School-Based Income-Generating Activities in Support of Education



## Context

In many developing countries, schools in rural or urban poor areas do not receive adequate financial support from the government. Many are financially dependent on the levies charged to parents, so the cost of sending children to school is too high for poor parents. Sometimes even though primary education is nominally free, parents still need to pay for school uniforms, learning materials, lunches and other school supplies, making the matter of sending children to school far too expensive. Finding ways to overcome the direct, indirect and opportunity costs of education to poor and disadvantaged families is a critical component in ensuring education for all.

Direct costs include, for example, school fees and other related charges. Sometimes these costs are “unofficial” and are simply levied by schools themselves trying to survive as the support they receive from the authorities is woefully inadequate. Indirect costs include, for example, school uniforms, text books and transportation to and from school. Many schools in developing countries insist on school uniforms and will not accept children without them. Text books too are a vital element to a child’s successful education and, if the school is some distance from the home, children may be prevented from going simply due to the time it takes to walk there and back. Security en route to school also then becomes an issue, particularly for girls. Opportunity costs refer to the income lost to the family by the child not working and going to school instead.

Children At Risk Foundation - CARF Brazil



All of these costs added together contribute significantly to the financial burden facing impoverished families and will inevitably sway family decisions as to whether or not children go to school. Working through simple but effective income-generating activities, established within the school but replicable on a wider scale throughout the community, have been proven to be an effective alternative to families choosing to send their children to work and to ensure they benefit from an education.



## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of six action programmes in two countries: Colombia and Kenya. The titles of the action programmes and the names of the implementing agencies are as follows:

- “Prevention and elimination of child domestic labour in the homes of third persons in the 7th, 8th and 9th districts of the town of Bucaramanga”, implemented by Asociación Centro Nacional Salud, Ambiente y Trabajo, CENSAT Agua Viva, Colombia.
- “Mobilizing teachers, educators and their organizations to combat child labour through education and training, with special emphasis on fishing, sisal and mirraa (khat) sectors”, implemented by the Kenya National Union of Teachers (KNUT).



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- “Popular participation towards combating child labour” and “Prevention and direct action to combat the worst forms of child labour in nine districts targeting 1,900 girls and boys”, implemented by African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN), Kenya.
- “Towards social mobilization in combating child labour through education and training”, implemented by ANPPCAN, Kenya.
- “Enhancing access and retention in primary education through minimizing of child labour-related school drop outs”, implemented by the Ministry of Education, Science and Technology (MoEST), Kenya.
- “Prevention, withdrawal, rehabilitation and reintegration of child domestic workers and children working in the tourism industry through education and training”, implemented by the Kenyan Union of Domestic, Hotels, Education Institutions Hospitals and Allied Workers (KUDHEIHA).



## Brief description of the practice

In many developing countries, schools in rural or urban poor areas do not receive adequate financial support from the government. Many are financially dependent on the levies charged to parents, so the cost of sending children to school is too high for poor parents. Sometimes even though primary education is nominally free, parents still need to pay for school uniforms, learning materials, lunches and other school supplies, making the matter of sending children to school far too expensive.

Some local organizations working with ILO-IPEC considered this challenge from the perspective that some of the schools and communities concerned have at their disposal various resources such as land and water. In addition, most communities include local trades and crafts

expertise and experience that are seldom effectively utilized. Various project experiences have been accumulated in setting up income-generating activities (IGA) on school premises alongside education programmes to offset the schooling costs of poor or working children. This income is used for different purposes, including buying uniforms, paying school levies and improving the school environment and facilities. In addition, schools could also be used as community centres through which skills in IGA could be transferred to families to enable them to carry out similar activities at home to support the household. Involving parents directly in project activities also helps them to value more the education of their children and makes them more aware of the risks of child labour.

In Colombia and Kenya, ILO-IPEC's partners have run school-based IGA as an integral part of programmes supporting formal education through awareness-raising and mobilizing educators and community members to remove children from work and encourage school enrolment and retention.



## Impact of the practice

### *Relevance*

The successful IGAs helped retain children in school, reducing the chance of their dropping out of school and turning to child labour. The income generated was used to buy uniforms, pay school levies and education-related expenses for poor children and reduce the financial burden on poor children and their families. These benefits contributed to improved school attendance, better academic performance and a decline in school dropout rates. Parents and children also learned new skills through their involvement in the IGA activities. Profits generated by the activities were also used to improve school facilities.

While IGA involves relatively heavy initial outlay for the sponsoring agency, the school-based model is an effective method of leveraging community resources, including natural resources such as land and water; local know-how and expertise, notably in appropriate types of agricultural activities or otherwise; and, the labour and commitment of children's parents, school teachers and administration. It also proved to be an efficient means to channel resources to benefit a greater number of children in disadvantaged communities, including those withdrawn from work or at-risk of quitting school for work.

## Effectiveness

In Colombia, the “Emprender” school-based units were established in five schools, benefiting the education of 436 children: 224 boys and 192 girls. While in Kenya, in one of the KNUT projects, 2,000 children stopped working in fishing, harvesting miraa/khat or working in sisal plantations and started primary education or skills training in the selected schools within the five project districts. In the KUDHEIHA project, 300 child domestic workers stopped working and returned to school. In addition, another 58 older girls over the age of primary education were provided skills training. In the MoEST project, support was provided to 1,600 children, including over 800 orphans, working in the agricultural and domestic sectors and who were at risk of dropping out of school. The MOEST also organized IGAs in 28 primary schools to provide direct support to children. School enrolments in the ANPPCAN project areas have been showing an upward trend ever since the beginning of the project.

## Additional support

Apart from mobilizing the community to contribute directly to IGA activities, the projects also inspired enthusiasm and support from the government and other organizations in the local area, particularly in Kenya. For example, in Taita Taveta, a Japanese NGO working in the area contributed books of a value equivalent to the financial input from ILO-IPEC to two project schools. In Siaya, agricultural extension workers and a local NGO gave technical advice to the project. Moreover, a broad spectrum of actors from the government, faith-based organizations and NGOs active in education were brought together and encouraged to take action against child labour. The active involvement of the parents, teachers, local officials and the children encouraged all of the community to participate in and take charge of matters affecting them as a group. In this way, the projects contributed to building links among stakeholders, strengthening their commitment to combating child labour and enhancing the community’s self-confidence and capacity, empowering them to become agents of change in the long-term.

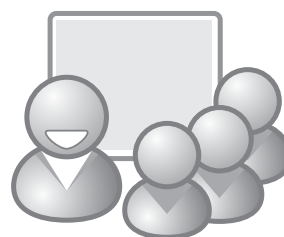
## Sustainability

At the end of the three-year project in Colombia, four out of five of the “Emprender” were still active. The experience in Kenya showed that well-managed IGAs can be sustainable, for example, the horticultural project in the Noiwet primary school (part of the KNUT project); goat-rearing in the Masavi primary school (part of the KUDHEIHA project); and, the banana plantation in the Saba Saba primary school (part of the ANPPCAN project). These projects succeeded in ensuring a regular

flow of income needed for continued investment and, in some cases, they diversified into other areas of activity, contributing to the long-term empowerment of the families in terms of their economic survival, skills development and self-esteem.

## Replicability

In spite of varying levels of success, the school-based IGA strategy in the ILO-IPEC projects in both Colombia and Kenya worked in different settings and generated lessons learned for further replication. In the miraa/khat and sisal plantation districts in Kenya, the project schools even inspired neighbouring schools to join the fight against child labour. For example, in Busia district, three schools not supported by the ILO-IPEC project formed their own CLCs. In the Nyambene district, there was only one project school, but 13 other schools replicated the model on their own initiative. The principals of these schools exempted former working children from payment of school levies and IGA was also introduced.



Enabling environment  
for the practice

## Local needs analysis

It is vital to precede activities with an in-depth analysis of local needs and conditions, such as available resources, economic activities, market opportunities, and so on, before deciding upon a particular IGA. One particular lesson learned was that IGAs should be “home grown” and not imported from outside the community.





## Implementation of the practice

### *Income-generating activities*

Using financial contributions from ILO-IPEC and the community members themselves, school-based IGAs were implemented in seven schools in the KNUT project in Nyanza, Eastern, Coast, Western and Rift Valley in Kenya. Successful examples included a horticultural project in one school compound which produced bananas, cabbages, tomatoes and onions. The activities were mostly carried out by parents to ensure that the IGA was not simply substituting one form of child labour with another. In cases where children did play an active role in the IGA, only older children (11 to 14-years-old) were allowed to work and it was limited to light work, such as business and pottery, and in the case of agriculture, for no more than one hour a day.

In the Kiambu, Murang'a, Siaya, Homa Bay, Suba and Rachuonyo districts, the ANPPCAN school-based IGAs focused on agriculture, such as livestock (poultry, cows) and crop growing (horticulture, vegetables). School teachers identified the children at risk of dropping out who were often orphans, those from single parent families or very poor families. School land was leased to parents of children who were removed from work but who did not have any land of their own to cultivate. Children were taught skills, such as livestock-keeping and book-keeping, which they, in turn, passed on to their parents later. The funds from the IGAs were used to buy teaching and learning materials. One particular successful example from the ANPPCAN project was Saba Saba primary school which used their part of the project funds

to establish a banana plantation within the school compound. Parents of the disadvantaged children provided their labour and acquired new skills.

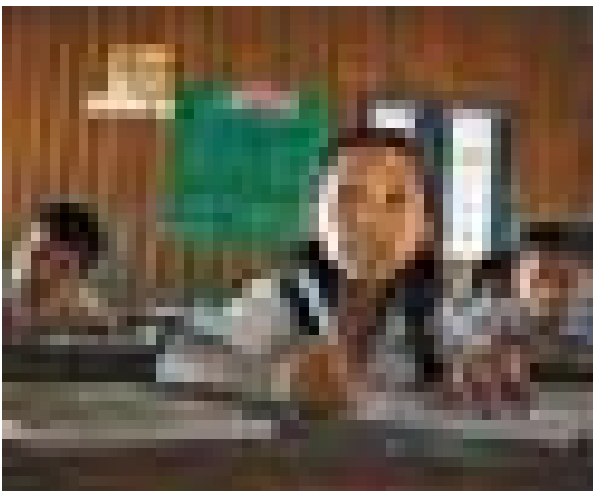
Selected schools in the Nairobi, Kitui, Kakamega, Mombasa, Kisumu, Kiambu and Nakuru districts, included within the KUDHEIHA project, also received financial support for IGAs. For example, Masavi primary school started rearing goats to sell and generate income and parents of former working children contributed their labour. Funds from these were used to buy school uniforms for former working children and to set up school meals programmes. Families of former working children were also given funds to start similar activities at home. Applying the skills they acquired in the school-based IGAs, some parents were able to improve the economic situation of the family.

In the rural areas of Colombia, CESAT launched an interesting experiment with schools entitled "Emprender", meaning "to take initiative". Similar to the concept of school-based IGA in Kenya, the "Emprender" involved organizing the community so that, with technical support from the NGO, parents in rural areas were taught how to process dairy or agricultural products, such as yoghurt and cheese, in the school. The contribution of the parents consisted of providing their labour, and in the process they learned new skills. The products were sold in the market and the income from this replaced what children used to bring in to the household when they were working. The commitment from the parents in return for this support was that the children would go to school instead of working. The profits of the "Emprender" were also used to improve the school buildings and acquire equipment and other materials needed for teaching and study.

### *Management of IGAs*

From decision-making and resource mobilization to monitoring of the IGAs, the school-based management committees played a critical role in making sure the IGAs worked effectively and efficiently. These committees served as a mechanism to ensure effective communications, planning and implementation of project activities, including the IGAs. This participatory approach was shown to be particularly effective and engaged significant commitment from the stakeholders. For example, some teachers used their own money to provide direct support to former child labourers.

In the KNUT, KUDHEIHA and MoEST projects in Kenya, CLCs were established in each school involved. Committee members included principals, teachers, administrative officials, representatives of religious organizations, local political organizations and other stakeholders. The CLCs mobilized local resources and advised



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on the most effective ways for schools to raise income. For example, some CLCs negotiated with local government training institutes and local artisans to get their support to take their students for a reduced fee. The CLCs also monitored the IGAs to ensure that funds raised benefited the children most in need and that the children would not be subject to another form of exploitation of their labour.

In the ANPPCAN projects, the CLCs and the District Advisory Committees decided together on the types of IGAs to be set up. Capacity-building workshops were organized to further strengthen the CLCs on tasks such as optimising most effectively the use of income generated by the IGAs. The CLCs also monitored and managed the income for the schools. Children were represented on these committees to ensure that the funds were used properly to assist children at risk as well as for general school projects.

In Colombia, an operations committee was set up for each “Emprender” in the project schools. These included teachers, school administration, management personnel and a specialized project manager. The project manager was responsible for the design and promotion of the new curriculum, as well as seeking resources

and technical assistance from governmental and municipal bodies such as the Unit of Agricultural Technical Assistance (UMATA) and National Learning Service (SENA).

### ***Integrated approach***

The success of the programme was due to the combination of direct support provided to children, increased income of the families concerned and strict enforcement of local by-laws. It was felt that punishing parents who keep their children out of primary school may have played a role in increasing the attendance rates.

### ***Local support and sustainability***

It was felt that it is vital that the communities and parents involved in the project should be informed at the outset of the project that external support would only be temporary during the lifetime of the project. They should understand that the project’s ultimate goal is to empower them by assisting them financially and technically in the start-up period. The project would impart vital experience and expertise to the local community to enable them to continue these efforts themselves in the long-term.



For more information

### ***Web-based documents***

#### **Colombia**

- CENSAT Agua Viva, Colombia: [www.censat.org](http://www.censat.org)
- “Diseño de modelo educativo que desestime el trabajo infantil”, CENSAT, Colombia: [www.oit.org.pe/spanish/260ameri/oitreg/activid/proyectos/ipecc/doc/documentos/censatcol.pdf](http://www.oit.org.pe/spanish/260ameri/oitreg/activid/proyectos/ipecc/doc/documentos/censatcol.pdf)

#### **Kenya**

- “Popular participation towards combating child labour”, ANPPCAN website: [www.anppcan.org](http://www.anppcan.org)



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### ***Other documents***

#### **Colombia**

- “Thematic review of ILO-IPEC’s action programmes in Peru and Colombia on skills training, formal and non-formal education”, Walter Alarcón Glasinovich, Lima, Peru, July 2003

#### **Kenya**

- “Thematic review of ILO-IPEC education and skills training action programmes in Kenya”, Paul A. Ogula, Nairobi, August 2003
- “Education and training project in Kenya - Summary of activities, findings and recommendations of the first phase of the Kenyan programme”: A paper presented at a workshop for the development of a model of intervention for education and skills training in Geneva, Switzerland, 28-30 October 2003), Paschal Wambiya, ILO-IPEC Nairobi
- “Action against child labour through education and training - Final project evaluation”, Ms Tone Skaug, Ms Evy Boverud Pedersen and Mr Søren Swensen, ILO and the Government of Norway, May 2003
- Annual reports and various progress reports on the Integrated Programme for Building Partnerships and Capacity Against Child Labour, ILO-IPEC
- Progress reports on the action programme “Mobilizing teachers, educators and their organizations to combat child labour through education and training, with special emphasis on fishing, sisal and mirraa (khat) sectors”
- “Fighting commercial sexual exploitation of children, study of good practices in interventions in Kenya”, Vol. 2, ILO-IPEC Nairobi, April 2002
- Programme summary outline, action programme “Popular participation towards combating child labour”
- Various workshop reports, Paschal Wambiya, ILO-IPEC Nairobi

### ***Multi media or other information***

- Video documentaries, Paschal Wambiya, ILO-IPEC Nairobi

# Economic Alternatives to Families: Income-Generating Activities



## Context

Studies have shown that non-formal education (NFE) and skills training alone are not necessarily adequate or meaningful enough in themselves. This is largely because the most important risk factor in any rural education or training project is the extreme level of family poverty. The family would be prepared to accept more readily the message to stop sending children to work if the critical issue of family income could be addressed in the process. Therefore, it would be important for NFE and skills training programmes in these cases to include a significant component on income-generating activities for the beneficiary children, their families and the wider community. The issue of family financial stability underpins the success of programmes addressing the elimination and/or prevention of child labour.

In addition, the practice below includes a strong reference in the case of at least one country to the issue of

girls' education (in Turkey). An important cause of children working lies at the micro-level, the family itself, and the influence of parental attitudes, which in turn reflect cultural norms. Mostly, when children work, it is the result of a conscious decision, whether that of the parents or of the child. The decision not to send a child to school may be made in the genuine belief that it is in the child's best interests to work, not realizing the hazards that this may entail. Gender is an important factor in a household's decision-making about children's work and education. Cultural norms can exclude girls from certain types of training or education altogether. Because of limited expectations of girls securing decent, paid work as adults owing to women's generally low status in a society, returns on their education may be perceived as lower than that of boys, as reflected in sometimes markedly lower primary school enrolment rates for girls than for boys. Promoting awareness of and action on the hidden and uncounted nature of girls' work, such as household chores, domestic servitude, agricultural and home-based work, and how it constitutes a major barrier to education was central to one of the projects in Turkey. It is evident that more effort needs to be concentrated on addressing the special concerns, needs and expectations of girls in the contexts of education and child labour.



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## Countries involved and programme details

This good practice has been elaborated on the basis of the consolidation of six action programmes in five countries: Bangladesh, India, the Philippines, Tanzania and Turkey. The titles of the action programmes and the names of the implementing agencies are as follows:

- "Social partners' initiative: Income and employment generation - Extended component of the BGMEA-UNICEF MOU project" and "NORAD Assisted integrated child labour rehabilitation component of the BGMEA/UNICEF/ILO MOU Project", implemented by implemented by the Underprivileged Children's Education Programme (UCEP), Singer Bangladesh Limited, the Micro Institute of Technology, Dhaka (MIT) and the Mirpur Agricultural Workshop and Training School (MAWTS), Bangladesh.



- “Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadu”, implemented by the National Child Labour Project Society, Coimbatore, India.
- “A provincial programme to combat child labour through integrated strategies in education, vocational skills training and small business development”, implemented by the Technical Education and Skills Development Authority (TESDA), the Philippines.
- “Integrated programme to fight child labour in five villages in Iringa Region”, implemented by Conservation, Hotels, Domestic and Allied Workers Union (CHODAWU), Tanzania.
- “Vocational training for rural child labour (Phases I and II)”, implemented by Development Foundation of Turkey (DFT), Turkey.



## Brief description of the practice

In Bangladesh, various programmes have been set up to provide skills training to former working children in the garment sector to try and improve their future employment and life options, as well as those of their families.

In this practice, training courses were provided according to the age and capabilities of the children, who had to be at least 13-years-old to participate.

In Tirupur, India, a skills training programme was designed for child labourers aged between 13 and 16, aimed at improving their future employment or self-employment opportunities as a means to prevent them from falling back into exploitative labour. The project worked on a range of issues, including education and skills training for children, support services for the family and other social mobilization activities, and with a wide variety of stakeholders.

In the Philippines, the TESDA programme was designed to primarily address specific training needs in marketable skills of working children (over 12-years-old) and their adult family members. The programme was supported by a component on micro-credit to state community-based small businesses.

In Tanzania, CHODAWU elaborated a programme for the rehabilitation of child domestic workers from Dar-es-Salaam and other large urban areas. The programme focused on establishing Child Labour Committees (CLCs) and providing economic alternatives to poor families through income-generation activities.

In the Duragan district of Sinoparea in Turkey, the DFT, within the overall framework of a government-initiated education campaign, strengthened and expanded the vocational training component of this campaign by providing training for more children and additional income-generating activities for their families. In addition, in the Erzurum region and following new legislation on eight years of compulsory education, the DFT organized a similar programme to help girls continue their education by combining distance learning, skills training and income-generating activities. The programme was implemented in a way that would not add a financial burden to the family.



## Impact of the practice

### *Innovation*

The strategy of combining vocation training and employment was pioneered in Bangladesh and UCEP was one of the first institutions in the country to provide training which also guaranteed a job placement afterwards for all

graduates. This has proved very successful and has since been adopted by ILO-IPEC's vocational training programme approach in Bangladesh. More and more training providers are responding positively to this request.

In Turkey, providing agriculture-related vocational training was an innovative strategy responding to local circumstances and needs. Most agriculture-related skills require start-up costs but can provide immediate cash benefit. In addition, children taking the course did not have to go to an urban training centre but learned the skills in their own community and within the overall community context. Because they were learning skills in the place they lived, it was also easier for them to apply these skills immediately after - and even during - the training. It also meant, by and large, that the children remained in the community afterwards and the skills were easily transferable to other members in the family.

### ***Effectiveness***

In Bangladesh, as of the end of 2002, 70 children had joined the UCEP training programme. The organization continued to provide skills training to more children in 2003. In 2000, 50 children received training from Singer Bangladesh and, in 2002, six months training was given to 227 trainees in the fields of tailoring and embroidery in Savar, Narayanganj and Chittagong. The MIT in its programme completed 12 months training for 87 trainees in electronics by the end of 2002. MIT graduates were absorbed in jobs at Micro Electronics

Limited, the MIT mother institution. By the end of 2002, MAWTS had provided skills training to 228 former working children of the MOU project in the fields of small engine mechanics, auto electricity, painting, tailoring, embroidery and electronics. All the courses are six months long, except electronics which is 12 months. The MOU project had selected a further 100 children for training with MAWTS in 2003.

In Tirupur, India, 424 children benefited from the skill training programme of which 71 per cent were girls. Three-quarters of the beneficiaries took courses in tailoring, with some going for special training in computerized embroidery. Another 15 per cent (all boys), received training as mechanics for two-wheeled vehicles and 10 per cent (both boys and girls) studied computers. Mothers of the children also formed 68 self-help groups, out of which 39 established their own income-generating business.

In the Philippines, the various elements of the skills training programme proved very effective, including curriculum and materials development, quality of staff and trainers, the teaching-learning process, the support services and the level of enhancement of quality of life. The completion rate among the children and adult family members who attended training was 95 per cent on average. Since the end of the training programme, the majority of trainees have found gainful employment. In addition, the other adult family members who completed the training were able to supplement the family income through food production and other micro-enterprise activities that they had been able to start.



In Sinoporea, Turkey, 79 seasonal shepherd boys and 145 primary school children were provided with vocational training. The families of the shepherd boys were also given support to start up their own income-generation agricultural activities in various ways, including loans and equipment. The end result was a pronounced increase in family income, up to an additional annual income of US\$2,000 to 5,000. This meant that the shepherd boys did not need to leave their villages for seasonal work in neighbouring towns.

In the Erzurum project, 60 girls were enrolled in the distance learning programme, out of which 34 registered for the Ministry of Education's formal distance learning programme, and all of the beneficiaries advanced from sixth to seventh grade. The girls and their families were given vocational training and were able to improve their skills, incomes and livelihoods. The poorest 25 families in the project also received solar energy equipment and other assistance in income generation. The overall economic impact was significant. Twenty families were able to earn a combined annual income of US\$10,000 through greenhouse activities; 40 families earned US\$5,000 through hotbed activities; and, a further group of 15 families earned US\$5,000 through planting 3,000 fruit trees. These increased levels of income meant that the girls could concentrate on their studies rather than spending significant amounts of their time on helping out in domestic duties.

The success of the programme in Erzurum was such that families which had been reluctant to participate in the initial stages of the programme later approached the DFT on their own initiative and expressed their willingness to join. The results of a social impact assessment also indicated that the girls benefited from feelings of enhanced self-esteem and status in the villages. In addition, more parents showed a willingness to send their daughters to school.

### **Relevance**

In Bangladesh, because the training programmes helped the children to find subsequent employment opportunities, they were able to make a decent living through their own income-generating activities without having to fall back into making carpets or other worst forms of child labour. In addition, the ILO-IPEC thematic evaluation on education and training in India showed that 80 per cent of the students in the Tirupur programme reported higher incomes after the training programmes and many girls were working from home as opposed to working in factories. However, the evaluation team was only able to contact a very small percentage of the trained children at the time of their reporting.



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In Tanzania, primary school attendance in the five villages targeted by the programme increased in the year following the end of the programme. In the two primary schools visited by the evaluation team, attendance rose from an average of 65 to 70 per cent, to 75 to 80 per cent. In addition, there was a decline in migration among children, i.e., the number of children leaving the villages to seek employment in urban areas.

### **Sustainability**

In Tanzania, a significant characteristic of the project was the very high level of local ownership. The local CLCs were able to mobilize financial resources and various local institutions, including missions, vocational training centres and the district agricultural extension services, were able to contribute human resources, materials and funds to reinforce and support local educational facilities. Individual community members, particularly trades and crafts people, took on apprentices and provided building materials or labour to improve and maintain primary school buildings. It was also envisaged that the community revolving funds would eventually develop into savings and credit unions managed by the village governments and overseen by the district administration. These would be used to make the programme sustainable beyond the CHODAWU programme. It would also help in terms of increasing the number of households which could benefit from such financial schemes.

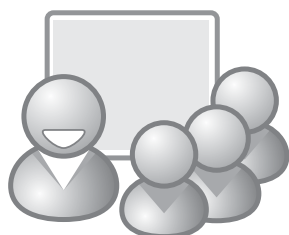


In Turkey, the programme fostered the active participation of the families of the working children. The education campaign and its messages helped in changing the mind-set and attitudes of both the shepherd boys and their families. In addition, the programme's participatory approach built up the confidence of the families and their abilities to identify and resolve their own problems and challenges.

### ***Replicability***

The strategy of focusing on the improvement of overall income levels of poor and disadvantaged families has proved successful in five countries in Africa, Asia and Europe, including Bangladesh, India, the Philippines, Tanzania and Turkey.

At the local level, the CHODAWU programme was replicated in other regions of Tanzania, for example, the Singida region. In Turkey, an action committee against child labour was established in Sinoporea with the aim of continuing and expanding the model developed through the programme. In Erzurum, the district governors of four neighbouring villages were impressed with the programme model and produced proposals for its replication in their districts. The Ministry of Education was also impressed with the distance learning model and carried out a study for its replication.



### **Enabling environment for the practice**

#### ***Local labour market and local economy***

The prerequisite for this programme strategy is the existence of sound local markets, either labour markets or markets for the services and/or products of graduate trainees. If these markets are not available, then the skills the children learn would not necessarily translate into decent (self)employment and life choices.

#### ***Committed local partners and community***

In Bangladesh, UCEP has always worked with underprivileged children and, initially at least, was the only partner which committed itself to guaranteeing 100 per cent job placements for training graduates. Over time, the other project partners also managed to offer similar commitments.

In the Philippines, links were established among and between community organizations, local churches, employers and officials of the Department of Labour Employment in national, regional and provincial offices. The active participation of TESDA and the regional office of the Department of Labour and Employment in child labour network activities was a vital contribution to the training of the children and the members of their families and their subsequent gainful employment.

In Tanzania, establishing local CLCs generated a high degree of local ownership, ensuring that community members were very willing to participate actively in starting up and sustaining activities over time. Community participation was therefore key in creating sustainable impact.

In Turkey, the DFT had been working through participatory approaches in the geographical area of the programme for many years, which meant that the staff had been able to build up a solid reputation over time and a mutual bond of trust with the villagers. The awareness-raising component made a significant contribution to the overall success of the programme and its media coverage also mobilized political will to prevent shepherd boys from being "rented" for seasonal work. This willingness of the local government to tackle the problem of renting out shepherd boys was instrumental to the success and sustainability of the programme. Local administrative resources were also mobilized to fund the programme components on the training and income-generation activities of over half of the shepherd boys and their families. The local government authorities continued to work with the DFT in rural development activities even after the support of ILO-IPEC had ended.



### **Implementation of the practice**

In Bangladesh, ILO-IPEC supported several local organizations which were successful in their skill training programmes combined with work opportunities, including UCEP, Singer, MIT and MAWT. The programmes included both theoretical and practical aspects to allow the young people to acquire on-the-job experience and prepare them for gainful employment afterwards. As well as job placement, the skills training programmes were all accompanied by other support services or facilities. The one most often provided was a micro

credit scheme for parents, which was sometimes accompanied by a compulsory savings scheme.

In Tirupur, India, skill training was combined with non-formal education (NFE) in Technical Education Centres (TEC), including classes on basic literacy and numerical skills. The programme also made efforts to improve post-training employment or self-employment prospects for the graduates. The programme allowed for 200 Indian rupees (approximately US\$4.50) a month to be given to each trainee. Out of this amount, 100 Indian rupees (US\$2.25) was given to the trainee as a stipend, 50 Indian rupees (US\$1.12) for training materials and 50 Indian rupees for the trainer.

The Don Bosco Institute, one of the selected training providers, also provided sewing machines and tool kits to deserving students which enabled them to sub-contract work to do at home. In addition, these trainees went to the Transitional Education Centre (TEC) nearest to their homes once a week where they attended classes on basic literacy and numerical skills. Mothers of the children formed self-help groups in every TEC location. They were given entrepreneurship training, which resulted in 39 out of a total of 68 groups establishing income-generating businesses. Parents found it particularly helpful to receive indirect support in accessing various governmental schemes and provisions for income earning opportunities.

In the Philippines, TESDA promoted self-employment through training in skills which were immediately “marketable” and which would help trainees in starting their own small or micro enterprises. This meant that, aside from training in technical skills training in areas such as cosmetology, dressmaking, consumer electronic mechanics and meat processing, the trainees were also given a week-long course on entrepreneurship development. This part of the training covered knowledge and skills on how to start up and register a business, how to market the production, how to calculate profit and so on. In one six-month apprenticeship programme on dressmaking, the trainees were paid on a piecework basis after the training.

In separate training or workshop modules, either during or after the main programme, ILO-IPEC staff help the children to develop a positive attitude towards work and teach them about occupational safety and health, workers’ and children’s rights. Other support services, provided during the training, included counselling, tutoring, parent-teacher meetings, nutrition and balanced meals, home visits, legal assistance, medical and health care, recreation, youth encounters, sex education, health education, field trips and adult education for parents.

Two post-training support services were provided: the establishment of a community savings and credit programme, and, the formation of self-help groups. The



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community savings and credit programme operated along the same principles and manner as a cooperative to enable the beneficiaries, particularly the adult family members, to save daily or weekly. Based on their accumulated savings, they would then be able to borrow funds for start-up capital for income-generating activities. The self-help groups pooled the resources of interested beneficiaries and then acted like business partners to start up micro-businesses such as a small community store, buying and selling various products and food. Other post-training support services included training on basic book-keeping and accounting to enable the beneficiaries to keep track of income and expenditure.

In Tanzania, former child domestic workers were placed in primary or secondary education or vocational skills training programmes. Their families identified types of income-generating activities in which they would like to engage and the viability of these proposals were assessed in consultation with village government leaders. They were provided with an initial loan of 50,000 Tanzanian Shillings (approximately USD\$60). A contract between the recipient and the village government is signed to underline the responsibility of the recipient to repay the loan while the village government is the guarantor. This creates a “peer pressure” situation on the recipient to ensure that the loan is repaid. Income-generating activities that were started up included cultivating food produce, such as onions, tomatoes and maize, tailoring and selling cooked foods.

Most families chose agriculture-related activities. However, to ensure an inflow of income even during the non-harvesting seasons, families were encouraged to undertake two activities at the same time: one agricultural and one non-agricultural. Training and support was also provided on business administration and development. In addition, the community-based CLCs mobilized support to establish a revolving fund and other support mechanisms for income-generation. The objective was to boost the incomes of poor families to enable them to sustain the costs of educating their children at least to primary level. Given the generally high levels of poverty in the five villages, it was inevitable that only providing support to the targeted families would mean creating a situation of not providing support to other needy families in the community. Therefore, while the programme initially supported targeted families, it was hoped that the anticipated establishment of a revolving fund may make other families more inclined to “wait their turn”.

The two DFT projects in the rural areas of Turkey provided significant examples on how income-generating activities can succeed in helping former child labourers and their families to overcome economic challenges and ensure that all their children benefit from schooling. The focus of the programmes was on training, supporting



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income-generation activities and fostering the participation of the community itself. All of these elements were crucial in bringing about real changes in the attitudes and behaviour of the shepherd boys and their parents. In DFT's view, improving people's incomes and livelihoods is the first step towards improving their lives. The list of income-generating activities supported by DFT is long and includes activities with low start-up costs but immediate (cash) benefits. Such activities include vegetable and fruit production for the family's consumption. An additional innovative element of this programme was that the agricultural vocational training promoted the protection of the environment, particularly land and forestry. This was very important in terms of the sustainability of the income-generating activities because of the lack of arable land in the area.

In the project for shepherd boys, the parents also benefited from a combination of skills training and agricultural income-generating activities in small-scale agriculture, turkey breeding and bee-keeping. In terms of the latter, the region was blessed with the type of flora that is well suited for bee-keeping and the bee-keepers could take care of their hives while continuing other activities. Since there were limited amounts of arable land in the area, the programme contained a strong element of environmental protection and parents and children planted 500 trees to prevent erosion and enhance access to arable land. Improving the families' vocational skills inspired in them the confidence to market their

products not only in their villages but also in neighbouring towns. The programme was based on low cost of investment per family and easy-to-acquire skills that even learning impaired individuals could learn quickly. Project staff lived in one of the participating villages and visited the other villages every day which facilitated monitoring and follow-up.

The Erzurum project targeted girls who assisted their families in subsistence farming activities and significant domestic chores. The target group had nearly all completed five years of compulsory primary education but, because of religious and/or material reasons, were unable to complete the additional three years of compulsory education. In order to allow them to continue their studies but at no extra cost to the families, they were enrolled in a distance learning programme offered by the Ministry of Education. They also received support through training on study skills provided by students of the Erzurum University. Study rooms were set up in the targeted villages so the girls could concentrate on their studies outside of the home environment even though they did not attend formal schools. Taking into account the high fertility rate in the region, the programme also included a module designed to inform the girls and their families on reproductive health and improve quality of life.

Practical training was also given on agriculture and forestry, such as planting fruit trees, greenhouse and hot-bed activities. Through training in canning and jam production, the girls became knowledgeable on nutrition and contributed positively to the health of the family. In addition, the families of the poorest girls in the target group were provided with solar energy facilities to help reduce their domestic workload and firewood usage. The solar energy ensured the availability of hot water for 240 days a year, helping to reduce the domestic labour of women and firewood usage. In order to increase land fertility of land, children also planted 13,000 trees and there were awareness-raising workshops for villagers on environmental protection.

As part of a preventive strategy, students in the fourth and fifth grades of primary schools in the same villages received training on skills that would help them to generate enough income to be able to continue their education. The DFT programme also provided in-service teacher training to support this component and provided stationery for the students.



## For more information

### *Web-based documents*

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#### **India**

- National Child Labour Project (NCLP) in Tamil Nadu (Coimbatore): [www.childlabour.tn.gov.in/nclptn.htm](http://www.childlabour.tn.gov.in/nclptn.htm)

#### **The Philippines**

- Technical, Education and Skills Development Authority (TESDA): [www.tesda.gov.ph](http://www.tesda.gov.ph)

#### **Turkey**

- Development Foundation of Turkey: [www.ttg.gov.tr/eng/eng\\_main.html](http://www.ttg.gov.tr/eng/eng_main.html)

### *Other documents*

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- "Synthesis report on the global thematic evaluation on skills training", Dusit Duangsa, Faculty of Education, Chiangmai University, Thailand, February 2004

#### **Bangladesh**

- "Thematic review - Bangladesh country report", Usa Duongsaa, Faculty of Education, Chiangmai University, Thailand, 2003
- Internal documents, various project progress reports on "BGMEA/ILO/UNICEF MOU Project - Child labour rehabilitation"
- "Combined evaluation of ILO-IPEC garment sector projects as part of the MOU framework with the BGMEA", Final evaluation, Keith Jeddere-Fisher and Sumaiya Khair, October 2003

#### **India**

- "India country report - Thematic evaluation on ILO-IPEC skills training, formal and non-formal education activities", Saraswati Raju, Centre for Study of Regional Development, Draft, January 2004
- Summary outline for the action programme "Integrated area-specific approach against hazardous and exploitative forms of child labour in Tirupur, Tamil Nadu"

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- “Review of the integrated area-specific approach against hazardous and exploitative forms of child labour (IASP), India”, First Draft, Benedict Light, August 2002

#### **The Philippines**

- “Thematic review of ILO-IPEC skills training, formal and non-formal education activities in the Philippines”, Divina M. Edralin, 20 June 2003

#### **Tanzania**

- “Thematic evaluation on child domestic workers”, Sheena Crawford and Birgitte Poulsen, 2001

#### **Turkey**

- “Desk review of ILO-IPEC action programmes with an important component in education”, September 2001, Geneva
- “Development of a modular package capturing ILO-IPEC experience in Turkey”, Dr Meltem Dayioglu and Dr Ayse Gunduz-Hosgor, Draft, May 2003, Ankara, Turkey
- “Thematic evaluation of skills training, formal and non-formal education activities of ILO-IPEC - Country report for Turkey”, Draft, December 2003
- “Skills training thematic report”, Dusit Duangsa, Faculty Of Education, Chiangmai University, Thailand, February 2004









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