



International
Labour
Office



Good practices in tackling child labour through education

Selected examples from the
IPEC TACKLE Project

International
Programme on
the Elimination
of Child Labour
(IPEC)

GOOD PRACTICES IN TACKLING CHILD LABOUR THROUGH EDUCATION

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Good practices in tackling child labour through education / International Labour Office, International Programme on the Elimination of Child Labour (IPEC) - Geneva: ILO, 2013

ISBN: 978-92-2-127164-2 (Print); 978-92-2-127165-9 (Web PDF)

International Labour Office; ILO International Programme on the Elimination of Child Labour

Angola / child labour / community-based approach / education / Fiji / good practices / Guyana / hazardous work / income generating activities / institutional capacity / Jamaica / Kenya / knowledge base / labour legislation / Madagascar / Mali / Papua New Guinea / Sierra Leone / South Sudan / Sudan / Zambia / – 15.04.2

ILO Cataloguing in Publication Data

Acknowledgements

This publication was written by Ms Jane Colombini with inputs from all the national project managers of the TACKLE project and coordinated by Mr Patrick Quinn from IPEC Geneva Office, Ahmet Ozirmak Chief Technical Adviser and Minoru Ogasawara, Africa Regional Coordinator of the project.

This ILO publication has been produced with the assistance of the European Union (Global Project INT/05/24/EEC of €16,116,199).

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Design and printing by the International Training Centre of the ILO, Turin – Italy

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Preface

The IPEC project “Tackling child labour through education” (TACKLE) was jointly launched by the European Commission (EC) and the International Labour Organization (ILO) with the support of the Secretariat of the Africa, Caribbean and Pacific Group of States (ACP) in 2008 to fight child labour in 12 ACP countries. The strategy was based on linking action to end child labour with ensuring access to quality education. It is clear that the provision of free, compulsory education is the single measure that can make the biggest difference in the fight against child labour. Education has even greater impact when combined with other policies addressing livelihoods, social protection and law enforcement.

These good practices contained in this report are just a glimpse of what has been done as part of the TACKLE project. In each of the 12 project countries comprehensive strategies and programmes were developed and implemented. This document is not meant to reflect all the good practices that have emerged, but to highlight a selection that hopefully will be useful when looking back on the achievements of the project and looking forward to what more needs to be done in the countries covered by TACKLE. It is also intended to serve as inspiration for replication, thereby enhancing the reach and impact of the project.

We commend the efforts and achievements of the project partners and staff in each of the 12 countries, thanks to which key stakeholders including Ministries of Education, Ministries of Labour, workers’ and employers’ organizations and civil society have been mobilized around a common and interwoven aim: ensuring that every child’s right to an education is realized and that no boy or girl is subject to child labour. Despite major challenges in some countries, efforts continued to move forward and adapt strategies in light of the realities on the ground. We thank the European Commission and the ACP Secretariat for their support to these partners and efforts to combat child labour in the project countries.

Let’s be clear. Our work is not yet done. In some countries it is just the beginning. We must recognize the considerable time and effort that is needed to lay a strong foundation for action against child labour, in particular to raise awareness to build consensus for action and to strengthen the institutional framework and capacities to address the issue. It is only on such a foundation that laws can be enforced, public services can be strengthened and effective policies and programmes to end child labour can be put in place and sustained.

We call for continued action among partners and stakeholders to continue to build strong and lasting programmes and partnerships to eliminate child labour and ensure all children go to – and stay in – school and enjoy their childhood.



Constance Thomas

Director

International Programme on
the Elimination of Child Labour
(IPEC)

Introduction

In 2008, ILO-IPEC, in agreement with the Committee of Ambassadors of the ACP Group of States and with financial support from the European Union (EU) launched a major new project aimed at tackling child labour through education (TACKLE) in 11¹ countries across Africa, the Caribbean and the Pacific.

The project was in the context of a strategic partnership signed in 2004 between the ILO and the European Commission (EC) aimed at implementing their common mission to reduce poverty and improve labour conditions in developing countries. The overarching purpose was to accelerate efforts against increasing poverty to achieve the Millennium Development Goals. The overall objective of the TACKLE project was to contribute to poverty reduction by providing equitable access to basic education and skills development to children in or at risk of being involved in child labour. The project purpose was to strengthen the capacity of the national and local authorities in the formulation, implementation and enforcement of policies to fight child labour in coordination with workers' and employers' organizations and civil society.

This collection of good practices on education and child labour is intended to contribute to the creation of a knowledge base that can help and assist practitioners and policy-makers worldwide. The good practices are presented under the four results of the project:

- **Result 1:** Country level legal framework prepared or strengthened where already in existence.
- **Result 2:** Strengthened institutional capacity building leading to improved ability to formulate and implement child labour strategies.
- **Result 3:** Targeted actions to combat child labour designed and implemented.
- **Result 4:** Improved advocacy and dissemination of good practices to enhance the knowledge base and networks on child labour and education.

From ILO-IPEC's point of view, good practices can represent a programme activity at any level, from broad policy-level initiatives to grassroots interventions at field level. It need not represent an overall project or programme. A key aspect is that a good practice is something that actually has been tried and shown to work, as opposed to what may be a potentially good idea but has not actually been tested in practice. It may also represent work in progress.

The following set of criteria was used in identifying and documenting the good practices included in this publication:

- innovative or creative;
- documented as effective and/or have impact;
- replicable;
- sustainable;
- relevant to direct or indirect action against child labour;
- responsive and ethical;
- efficient in the use of resources (human, financial or material) in their implementation.

¹ In 2011 a twelfth country, South Sudan, was added after it became an independent state on 9 July 2011.



March in support of the ratification of the ILO child labour Conventions, World Day Against Child Labour, Sierra Leone, 2010.

RESULT 1: Country level legal framework prepared or strengthened where already in existence

Supporting TACKLE countries to:

- *review and revise existing laws* to ensure that they are in line with the ILO child labour Conventions Nos. 138 and 182. This included a focus on ensuring that laws concerning the end of compulsory education are coherent with laws concerning the Minimum Age for entering into employment;
- *effectively enforce legislation*, with a particular focus on child labour inspection mechanisms and Child Labour Monitoring (CLM).

SIERRA LEONE: Ratification of the child labour Conventions

TACKLE was IPEC's first ever project in Sierra Leone. Following a process which began in 2010, Conventions Nos. 138 and 182 were ratified by the Sierra Leone Parliament in January 2011. The Instruments of Ratification were presented to the ILO Director General by the Sierra Leone tripartite delegation at the International Labour Conference in June 2011. The Minimum Age Declaration was also included in the instruments of ratification, confirming the minimum age of employment as 15 years.

Why is this a good practice?

This was identified as a good practice to highlight that the ratification and harmonization of the child labour Conventions into national legislation can be achieved, even in the most challenging of political and social environments, within a relatively short period of time. The project focused on building institutional capacity to ensure that the government would be in a position to continue its efforts to further strengthen the legal framework and monitoring and enforcement mechanisms beyond the duration of the project.

Background

With Sierra Leone coming out of almost eleven years of civil war in 2002, child labour has long been overshadowed by the broader crises of conflict and poverty. The consequences of the civil war on the child labour situation were devastating, in particular due to the high number of child soldiers and war orphans which resulted in a dramatic rise in the number of street children, children forced to work in mines, child victims of trafficking, as well as the number of young girls engaged in commercial sexual exploitation as a means of survival. At the start of the project in 2008, Sierra Leone had ratified the Convention on the Rights of the Child (1990) and additional Regional Treaties on human and child welfare. Sierra Leone had also passed the



Sierra Leone ratifies ILO Conventions Nos. 138 and 182, Geneva, June 2011. From left to right: Mr. K. Yilla, Secretary-General, Sierra Leone Labour Congress; Mr. A.F. Musa, Commissioner of Labour, Ministry of Labour and Social Security; Ms. C. Thomas, IPEC Director; Mr. L.E. Johnson, Executive Secretary, Sierra Leone Employers Federation.

Education Act (2004), the Child Rights Act (2007) - which set the minimum age for employment at 15 and increased the age of compulsory education to 15 - and other labour related regulations that protect children. However, according to UNICEF MICS 2010 report,² 50 per cent of children aged 5-14 are involved in child labour. It was therefore evident that child labour and education-related laws were not

² Statistics Sierra Leone and UNICEF-Sierra Leone: *Sierra Leone Multiple Indicator Cluster Survey 2010, Final Report*, Freetown, 2011. Available at: http://www.childinfo.org/files/MICS4_Sierra-Leone_2010_FinalReport.pdf.



Children engaged in gold mining in Sella Limba Chiefdom, Northern Province, Sierra Leone, 2011.

enforced, due mainly to a lack of resources within the Ministry of Labour and Social Security. Although Sierra Leone was the only project country that had not ratified the ILO child labour Conventions, the government had indicated that it would appreciate the ILO's assistance in this regard. A critical element of the project was to support the national reconciliation process and to ensure the successful reintegration of children engaged in armed conflict. The child labour Conventions are important tools for this.

Key steps and achievements

Following the signing of the Implementation Agreement between ILO/IPEC and the Government of Sierra Leone, a child labour National Technical Steering Committee (NTSC), comprising all key partners and stakeholders, was established to oversee all child labour related activities and discussions in the country. TACKLE supported the Ministry of Labour and Social Security to set up a Child Labour Unit (CLU), which became functional in April 2010. This Unit consists of two staff assigned by the Ministry to work on child labour issues. TACKLE provided key equipment and guidance on the CLU's modus operandi as well as advice on its scope of work. The basics to keep the unit running beyond the project (staff salaries, subscription for the internet modem, etc.) are provided by the Ministry.

Following its creation, the CLU championed the ratification process for Conventions Nos. 138 and 182, organizing regular meetings of the NTSC and following up with Parliament, the Ministry of Foreign Affairs as well as with

key government officials. The Minister of Employment, Labour and Social Security developed a cabinet paper to justify the ratification of the Conventions. With the agreement of the Ministry of Education, Youth and Sports and the Ministry of Social Welfare, Gender and Children's Affairs, the cabinet paper was presented and approved on the 16th June 2010. The document was then forwarded to Parliament and was formally tabled in for discussions and ratification. The ILO Conventions 138 and 182 were ratified by the Sierra Leone Parliament on 20 January 2011. The Instruments of Ratification were presented to the ILO Director General by the Sierra Leone tripartite delegation at the International Labour Conference in June 2011. The project provided technical guidance to the CLU in order to facilitate the ratification process.

Following ratification of the Conventions, the CLU led the process of developing a list of hazardous work prohibited to children under 18 years. This involved consultative workshops in different regions bringing together a broad range of stakeholders. The list has been technically validated by the national stakeholders and will be submitted to the cabinet approval.

In order to strengthen enforcement mechanisms, a training course on labour inspection and child labour monitoring was organized in April 2013 for police, officials from the Ministry of Labour's Labour and Factory Inspectors and officials from other ministries as well as representatives from workers' and employers' organizations. A workshop on reporting to the ILO supervisory system on the application of Conventions was also organized in April 2013, to help constituents better understand the reporting requirements, in particular vis-à-vis the child labour Conventions.

Sustainability

Prioritising action to strengthen national leadership and ownership and empower the relevant national institutions, in particular through the establishment of the NTSC and the CLU, helped to provide a strong basis for ensuring sustainability and impact. The CLU will remain functional within the Ministry's general budget and will continue to organize NTSC meetings beyond the duration of the project. A draft National Action Plan for the elimination of child labour was developed in collaboration with the CLU following a workshop organized in August 2012 to assist the national partners to achieve the goals set by The Hague Roadmap for achieving the elimination of the worst forms of child labour. The draft NAP is currently being reviewed. The CLU needs further support to finalize the NAP and ensure its adoption by the government.



TACKLE supported beneficiaries in Bo, Southern Province, Sierra Leone, 2011.

Learning

- The existence of a Child Labour Unit within the Ministry of Labour is key to drive action against child labour and to ensure ownership and sustainability. The ratification of the child labour Conventions by the government of Sierra Leone, in a process driven by the CLU, is clear evidence of this.
- The process of establishing a hazardous child labour list helps strengthen tripartism in the policy development and implementation process, building consensus among those who must be the key actors in initiating and sustaining action to tackle the problem.

PAPUA NEW GUINEA: Addressing gaps in labour legislation

Although Papua New Guinea ratified the child labour Conventions in 2000, little had been done to improve legislation to ensure compliance with the Conventions. In 2009, TACKLE supported the first national legislative review on policies and legislations concerning child labour. As a result, the Department of Labour and Industrial Relations (DLIR) agreed to revise the Employment Act 1978 to bring it in line with the Conventions and develop a hazardous child labour list through a tripartite process. The Government also organised a National Child Labour Forum and child labour Roadshows in six provinces as a result of which ILO constituents recommended the establishment of Provincial Child Labour Committees.

Why is this a good practice?

Papua New Guinea, like Sierra Leone, is a country that did not benefit from any IPEC support prior to TACKLE. The legislative review responded to an identified need and led to a revision of the Employment Act 1978 to bring it in line with the child labour Conventions. Once the revisions to the Employment Act are enacted, it will provide the necessary legal framework through which the country can address child labour.

Background

Before the start of the project, Papua New Guinea had ratified the Convention on the Rights of the Child (1993) and the ILO child labour Conventions (2000). Once a member State ratifies an ILO Convention, it is under the obligation to ensure that national laws are brought in line with the provisions of that Convention. While there were a number of different laws touching on child labour in Papua New Guinea, including the Employment Act (1978), the Lukautim Pikinini Act, the Apprenticeship and Trade Testing Act, the Minimum Age (Sea) Act, the Defence Act, the Criminal Code (Sexual Crimes and Offences against Children) Act (2002), they were on the whole seen as inadequate and in many respects inconsistent with Conventions Nos. 138 and 182. A review conducted in 2008 for the DLIR on Papua New Guinea labour laws in relation to their alignment with ILO Conventions³ recommended for the provision of technical experts to assist with the task of reviewing inter alia child labour issues, in particular in relation to Papua New Guinea's international obligations under the child labour Conventions.

Key steps and achievements

In 2009, TACKLE conducted a “*Review of the policies and legislative framework concerning child labour in Papua New*



Tripartite consultation for Employment Act Reform, led by DLIR and Ms. Anne Boyd, Labour Law Expert, ILO Suva, Papua New Guinea, October 2012.

Guinea.”⁴ In addition to finding the laws to be inadequate and inconsistent with the Conventions, the review also found that there was no effective mechanism for the enforcement of laws, identifying this as a major area requiring immediate attention. Concerning policies to address the issue, the review found that while there were no specific policies on child labour, a number of education policies existed, including the National Education Plan (2005-2014) and the Universal Basic Education Plan (2010). However, under these policies primary education is not compulsory and while elementary school (which includes children aged 6-8) is free, primary school (which includes children aged 9-14) is not. The review set out a series of recommendations to bring the laws in line with the ILO child labour Conventions.

Following the legislative review, TACKLE assisted in the planning and convening of the National Child Labour Forum that was held in July 2011. As a result, priority actions to be included in a National Action Plan to Eliminate the Worst Forms of Child Labour were identified including: (i) Addressing the gaps in the Employment Act concerning child labour; (ii) Determining the hazardous child labour list for PNG; (iii) Mainstreaming the work on child labour into

³ J. Ryan “A Review of PNG Labour Laws in relation to their Alignment with ILO Conventions, and with other PNG Laws and PNG Government Policies and with Recommendations and Workplans to achieve their better alignment”, Department of Labour and Industrial Relations, 2008.

⁴ GoPNG/IPEC/TACKLE (PNG) *A review of the policies and legislative framework concerning child labour in Papua New Guinea.*



Child Labour Roadshow participants in Mt. Hagen, which led to the setting up of the first Provincial Child Labour Committee, Papua New Guinea, April 2013.

the functions of the DLIR; and (iv) Developing a system for Child Labour Inspection and Monitoring.

To address the gaps in the Employment Act, TACKLE joined forces with other ILO Programmes to support the process of revising this Act through tripartite consultations. A preliminary analysis of the PNG Employment Act 1978 was conducted in 2011 and gaps highlighted. For example, it was noted that the Employment Act does not adequately define and prohibit the worst forms of child labour, including the commercial sexual exploitation of children and child trafficking. A tripartite workshop in 2012 led to the drafting of provisions in the proposed Employment Act Reform to address the gaps, for example, now prohibiting hazardous work for boys and girls and raising the minimum age from 16 to 18 years of age.

TACKLE also supported the strengthening of enforcement mechanisms beginning with a training workshop for labour officials in December 2011. The workshop began the process of establishing a Child Labour Unit in the DLIR, drafting a hazardous child labour list and developing child labour monitoring and inspection forms. The Joint Child Labour/Common Rule Roadshow, conducted by the DLIR and ILO in 2013, trained over 200 tripartite plus participants who agreed that the way forward was to establish Provincial Child Labour Committees (PCLC) to lead action against child labour at provincial, community and local government levels. During the Roadshow, the DLIR informed participants on action taken to establish a Child Labour Unit within the Labour Administrative Function of DLIR and trial new Child Labour Inspection Forms and Referral Forms.

Sustainability

Once the revised Employment Act is enacted, it will provide the basic legal framework on child labour, based on which monitoring and enforcement mechanisms can be strengthened to ensure that the law is enforced and perpetrators are brought to justice. The inclusion of the Provincial Child Labour Committees in the revised Employment Act and the endorsement of PNG's National Action Plan for the Elimination of Child Labour, the Child Labour Inspection Forms and the Referral Forms and the drafting of a hazardous child labour list will further contribute to national ownership and sustainability.

Learning

- The process for improving national legislation on child labour is slow, as it requires both government commitment and resources for reform. In PNG, considerable time and efforts were put into raising awareness on the concept of child labour, as a necessary step before labour law reform could be agreed upon. The extensive consultations carried out by the DLIR and TACKLE led to greater appreciation by national stakeholders of the urgent need to address child labour issues. This good practice demonstrates that, although legislative and policy reform may be time consuming and slow, the groundwork for effective reform, laying a solid foundation for the process, and ensuring ownership, begins with legislative reviews and inclusive multi-sectoral consultations at all levels.

FIJI: Mainstreaming child labour inspection, monitoring and enforcement

In June 2011, the Ministry of Labour, Industrial Relations and Employment (MOL) established a Child Labour Unit to strengthen institutional capacity to formulate and implement strategies against child labour. With TACKLE support, the Unit spearheaded the development of a Child Labour Monitoring System and centralised database and trained Labour Officers, Inspectors as well as members of Inter-Agency Committees on how to identify and respond to child labour issues. The Child Labour Unit is also leading national efforts to develop the Fiji National Action Plan to Eliminate Child Labour and Child Labour Policy, and has gone beyond its initial 'set-up phase' functions to withdrawing children from hazardous work and prosecuting employers involved.

Why is this a good practice?

This good practice demonstrates that when governments are supported to assume responsibility at the highest level, the inspection and monitoring machinery vis-à-vis child labour can be effectively strengthened leading to the enforcement of appropriate sanctions against perpetrators of child labour. This good practice also demonstrates the importance of bringing together the different partners who can and must play a role in the prevention and elimination of child labour.

Background

Fiji ratified Convention No. 138 in 2003 and Convention No. 182 in 2002. In 2009⁵ a national legislative review of Fiji's compliance with the child labour Conventions, commissioned by TACKLE, was carried out. The review recommended action to be taken to bring Fiji's labour laws in line with the ILO's child labour Conventions and recognized the need to establish a Child Labour Unit (CLU) to drive action against child labour. According to the Report, while there were provisions for children to be protected from child labour in the Employment Relations Promulgation 2007 and other related laws, action needed to be taken to strengthen law enforcement mechanisms. In July 2011, a Child Labour Unit was set up within the Ministry of Labour under the Labour Standards and Compliance Unit. The main function of the Unit is to strengthen the capacity of the national and local authorities in the formulation, implementation and enforcement of laws and policies to fight child labour in coordination with the social partners and civil society in Fiji. A National Action Plan against child labour and a Child Labour Policy are currently being drafted. The hazardous child labour list was officially announced on 28th May 2013.

⁵ Legislative Compliance Review of Child Labour Laws in Fiji http://www.ilo.org/pec/Informationresources/WCMS_IPEC_PUB_19359/lang--en/index.htm.



World Day Against Child Labour 2012, Oratory Competition for schools organized by the Ministry of Labour's Child Labour Unit, Fiji, 2012.

Key steps and achievements

The CLU developed a child labour monitoring system, coordinated by labour inspectors, to oversee and monitor child labour issues at the district/provincial level. This child labour monitoring system strengthens the existing Inter-Agency Committee (IAC) structure established by the Department of Social Welfare for addressing child protection issues, under the National Coordinating Committee on Children⁶ (NCCC), comprising of representatives from government agencies, civil society and community-based groups. The CLU links with the NCCC through a Child Labour Committee (CLC) composed of representatives from different government ministries, workers' and employers' organizations and other stakeholders. The CLU acts as the Secretariat of the CLC and coordinates the Child Labour Forum Group, which is composed of interested stakeholders and was established as part of the TACKLE project to meet and share information on project implementation status, lessons learnt and evolving issues and needs.

TACKLE's support for the Child Labour Unit focused on institutional strengthening and building the capacity of the

⁶ This Committee, established by the Government in 1999, is responsible for coordinating and implementing the Convention on the Rights of the Child in Fiji.



Child begging who was later withdrawn from child labour by the Ministry of Labour's Child Labour Unit, Fiji, 2012.

Ministry of Labour to mainstream child labour strategies into the core functions of the Ministry. Since it was established, the Child Labour Unit has:

- trained labour officers on child labour legislation and inspection;
- trained Inter-Agency Committees in all districts to conduct child labour monitoring;
- developed a centralized database and a system of referring child labour to the appropriate services;
- developed and integrated Fiji's child labour inspection systems and processes in functions of the labour inspectorate;
- coordinated the Child Labour Committee which has been endorsed as part of the government legislated National Coordinating Committee on Children;
- coordinated the development of the Fiji National Action Plan to Eliminate Child Labour and the Child Labour Policy;
- conducted training on child labour with stakeholders such as the Fiji Police, Ministry of Agriculture and Fiji Sugar Cane Growers Council;
- supported Sugar Sector compliance with Fair Trade 'Child labour free' requirements;
- withdrawn children from child labour and prevented children at risk from engaging in child labour by providing counselling and putting children back in to school;

- registered children who are over the minimum legal working age in the National Employment Centre database;
- prosecuted an employer in a case of hazardous child labour;
- organised World Day Against Child Labour events and awareness campaigns;
- undertaken a school-based survey with the Ministry of Education.

Sustainability

The mainstreaming of child labour activities into national sector programmes, and coordination at national and local levels, has contributed to the sustainability of actions of the CLU. This involved working with the Ministry of Education, Department of Social Welfare, Fiji Police Force, Fiji Island Bureau of Statistics, Poverty Monitoring Unit, National Planning, Ministry of Youth, Agriculture, Immigration and workers' and employers' organizations, to mainstream child labour issues into relevant programmes and plans. Child labour has now been included in Fiji's Decent Work Country Programme.

The government's commitment to maintain the CLU is confirmed by its incorporation of the Unit in the Ministry of Labour's Corporate Plan. The CLU's district child labour monitoring system is linked to the government's Inter-Agency

Committee structure, which will help ensure its sustainability and replicability. The child labour district monitoring framework brings together state, non-state and private sectors to work together to address child labour and engage with the government and others on child labour issues.

Learning

- Government commitment to mainstream child labour issues into national programmes and policies and allocate resources to ensure child labour is eliminated is essential. A CLU helps ensure that plans and policies to address child labour are implemented and related laws are enforced.

- Child labour monitoring is most effective when mainstreamed into existing structures and mechanisms as this helps ensure its practical implementation and sustainability. Child labour monitoring systems can also strengthen the government's response in terms of addressing the root causes of child labour.
- Consultations with a wide range of stakeholders in designing interventions helps ensure the development of relevant and pragmatic approaches to eradicate child labour.

SOUTH SUDAN: An innovative approach to drafting the list of hazardous work for children

A list of hazardous work for children was drafted through a process led by a technical subcommittee of the National Steering Committee on child labour, supported by a drafting committee. Following broad stakeholder consultations involving 10 states, a national validation workshop is planned as part of World Day Against Child Labour 2013 events. To fast-track the process, the NSC will send the list through a Council of Ministers meeting for eventual decreeing. In the future, the list will be updated through NSC members approving a recommended adjustment and forwarding it to the Minister for Labour and Council for Ministers.

Why is this good practice?

While the drafting of lists of hazardous work for children has always been done through a consultative process with ILO tripartite partners, in South Sudan the approach was innovative in that it involved the effective participation of the community and devolved governments and a flexible process of decreeing/amending the list.

Background

South Sudan is a new member of ILO and has ratified a number of Conventions. South Sudan ratified the child labour Conventions Nos. 138 and 182 in 2012. The Labour Bill is in its final stages of discussion by the Council of Ministers. There is an urgent need for a legislative framework to support child labour interventions. Through the National Steering Committee on child labour (NSC) the Government and partners prioritized the drafting of a list of hazardous work for children in South Sudan as part of TACKLE project activities.

Key steps and achievements

The process of drafting the list of hazardous work for children began in November 2012 with the creation of a NSC technical subcommittee to spearhead the process. The subcommittee has 15 members drawn from Ministries of Labour, Education, Gender and Children, Youth, Petroleum and Mining, Agriculture, Fishing; national NGOs represented by the African Institute for Children Studies and Confident Children out of Conflict and international NGOs represented by BRAC and Save the Children. The subcommittee was supported by a drafting committee comprised of Ministry of Labour staff – Occupational Health and Safety officer, Child Labour Unit Coordinator, two labour inspectors, Legal Adviser in the Ministry of Labour – as well as the focal point person in Ministry of Education and an ILO officer. Technical committee members were trained on child labour and the process of drafting a list of hazardous work for children. This training was facilitated by ILO Africa Regional Coordinator for the TACKLE project in Juba. Through the training, the NSC was able to come up with a zero draft list.

This was followed by a stakeholder consultation meeting held in Juba in April 2013 for 30 representatives drawn



Dissemination of the report "Labour Market in South Sudan" to key national stakeholders and local journalists on the occasion of the World Day Against Child Labour, South Sudan, 2012.

from employers' and workers' organizations and, various technical ministries in charge of economic sectors where children are likely to be employed. This brought together stakeholders from greater Equatoria States. The second consultation took place in May 2013 in Malakal bringing together stakeholders from Unity and Upper Nile States; while the third consultation was held in latter part of May in Wau bringing together stakeholders from Lakes, Warrap and greater Bahr el Ghazal States. In total, 10 states took part in the exercise.

To fast-track the process and to allow flexibility in updating the list, the NSC agreed to send the list through a Council of Ministers meeting for deliberation, amendments and eventual decreeing by the Minister. A national validation workshop is planned for the list as part of the World Day Against Child Labour events in 2013 in Juba. This validation will be followed by a public event to raise awareness on the draft list.

Sustainability

The final List of Hazardous Work for children will be a working document that will enable labour inspectors and other authorized officers to protect children from hazardous work. The list is also a working document that is living, meaning that it can be updated through NSC members approving a recommended adjustment and forwarding it to the Minister for Labour and Council for Ministers - hence cost and time-efficient to sustain.

Learning

- Broad consultations with stakeholders at national and state levels is essential for wide acceptance of the list of hazardous work for children and other related laws and policies. Avoiding the cumbersome parliamentary process also allows for more flexibility when updating the list in the future.



© Federation of Kenya Employers

Pupils at Kaptait primary school being served lunch, a programme started through "Adopt a School" initiative, Kenya, 2011.

RESULT 2:

Strengthened institutional capacity leading to improved ability to formulate and implement child labour strategies

Supporting TACKLE countries to:

- build the capacity of Ministries of Education, Ministries of Labour and National Statistics Offices to develop education and curriculum policies, programmes, and methodologies; to introduce and enforce new legislation; to integrate child labour and education in relevant national plans; and to collect and analyze data on child labour;
- build the capacity of the ILO social partners - workers' and employers' organizations - at the level of policy dialogue, practice in their own organizations and in implementation of strategies.

KENYA:

Federation of Kenya Employers (FKE) “Adopt a School” initiative

The FKE “Adopt a School” initiative, launched in 2009, links businesses with schools to support income generating activities and school feeding programmes to prevent school drop-outs and encourage families to send their children to school. Eleven schools were supported to develop school farms, with financial, advisory and in-kind assistance coming from FKE, local authorities, local employers, and with the participation of the parents themselves. Harvests and profits were used to put in place school feeding programmes as well as to improve the school environment and provide school supplies.

Why is this good practice?

This shows the role that employers' organizations and their member companies can play in preventing and eliminating child labour, not only in their workplaces, but even beyond this by supporting vulnerable children in the communities in which they operate.

Background

In Kenya, according to the 2008 Child Labour Analytical Report by the Kenya National Bureau of Statistics,⁷ about 1.01 million children are economically active with 753,000 of these being classified as being in child labour. After the creation of IPEC in 1992, Kenya was one of the first project countries. Kenya ratified Convention No. 138 in 1979 and Convention No. 182 in 2001. A National Action Plan against child labour was adopted in 2008. With TACKLE support, an implementation strategy for the Alternative Provision of Basic Education and Training policy, which tar-

gets hard-to-reach children excluded from education, was developed by the Ministry of Education in 2012. A guide on mainstreaming child labour in the education curriculum was developed by the Kenya Institute of Education in 2012. Currently in 2013, the child labour policy is being finalized and the hazardous child labour list is being revised and updated.

The FKE has been a partner since IPEC was created, raising awareness, helping its member companies to put in place policies barring child labour in their workplaces and reaching out to surrounding communities. While much progress has been made in eliminating child labour in formal enterprises that are FKE members, the problem is still endemic in the surrounding communities in which the companies operate, particularly in the informal sector and in subsistence farming.

Evaluation of child labour programmes in Kenya has shown that household poverty and lack of food is the main reason children leave school to work. Studies have also shown that the provision of meals in school immensely attracts and keeps children in school. The “Adopt a School” initiative

⁷ Kenya National Bureau of Statistics: *Child Labour Analytical Report*, Nairobi, 2008.

was designed based on these findings, seeking to engage local employers in very tangible ways in supporting school based income generating activities which are linked to school feeding programmes. “Adopt a School” also adds a new dimension to the Ministry of Education’s Home Grown School Feeding Programme, through which the government gives funds to schools to buy school feeding commodities from the local community.

Key steps and achievements

Following consultations with district stakeholders and district education and labour officers, eleven schools in three poverty stricken districts were identified to participate in the initiative based on low enrolment and high drop-out rates. School management and teachers were sensitized on child labour and provided with information on the “Adopt a School” strategy. Members of school management committees were trained on writing proposals so as to be able to respond to requests for proposals from companies.

The FKE developed and disseminated a guide for employers on the elimination of child labour and a concept note on corporate social responsibility and elimination of child labour to its members. Awareness raising materials were also produced and disseminated to FKE members and schools.

FKE provided funds to procure initial inputs for income generating activities and school feeding programmes. The schools invested in school farms, using the funds to buy seeds, fertilizers and farming equipment. The FKE approached its members in the targeted areas to link employers with schools. A number of viable partnerships were identified and local businesses provided tractors, technical know-how and other forms of support. The parents of the school children also contributed, tilling the land, and in some cases providing certain products, such as beans, for school lunches. A portion of the harvests were kept aside for school meals, while the rest was sold by the schools to raise money for seeds and other essentials for the next year’s crop. In some cases, earnings were also used to improve the school environment, for example to build toilet blocks, or to buy school supplies.

In addition, in collaboration with the district and local child labour committees, children at risk of dropping out of school were identified and provided with school uniforms and other forms of support to ensure they remained in school. In partnership with the Ministry of Agriculture, families of the children were trained on farming techniques to help increase and diversify food production. Child rights clubs were formed in schools to raise awareness on the issue.



Head of AIG Kenya opens school classrooms constructed by the company under the FKE “Adopt a School” initiative on tackling child labour through Education, Kenya, 2012.



Pupils at Kaptait primary school being served lunch, a programme started through “Adopt a School” initiative, Kenya, 2011.

The “Adopt a School” initiative has improved school enrolment and retention rates. For example, since the TACKLE/FKE initiative started in Kaptait primary school in 2011, there has been a 15 per cent increase (from 357 to 400 pupils) in school enrolment and no school drop-outs. School performance has also improved, and for the first time on record, a pupil from the school qualified to join national secondary school.

Sustainability

The initiative was conceived to be sustainable on two fronts: once put in place, the income generating activities are self-funding as profits from the sale of the harvest are used to buy seeds and other necessities to plant next season’s crop. Secondly, the partnerships with the local businesses should carry on beyond the duration of the project, ensuring the schools continue to be provided with equipment, know-how and other kinds of support.

Learning

- A well-thought out strategy for getting the employers on board is essential. In response to this challenge, in early 2011 the FKE developed information sheets on “Adopt a School”, Modes of Adopting Schools and sent out 1,300 Call for Support invitations accompanied by the guide for employers on eliminating child labour. One-on-one discussions were also essential to ensure employers fully understood the initiative and how they could best support it.

GUYANA: The Government launches school retention and child labour prevention programme

The Ministry of Labour, Human Services and Social Security (MLHSS) launched the School Retention and Child Labour Prevention Programme in September 2011. In coordination with other government programs, this programme helps prevent absenteeism, truancy and children from dropping-out of school by providing: free transport to and from school, a hot meal three days a week, an after-school programme to help children with their homework, parenting workshops and psychosocial support for children and their parents/guardians. The teachers are also benefitting from SCREAM (Supporting Children's Rights through Education, the Arts and the Media) training in order to create a more attractive school/learning environment.

Why is this good practice?

This good practice shows that identifying and addressing barriers to education can have an immediate effect on school attendance rates and thus help prevent families and children from resorting to child labour. It is a good practice because it shows that a holistic approach is required to address barriers to education. The model is the first of its kind certainly in Guyana, and possibly in the Caribbean region. While having the right laws and policies in place is essential, action taken at the level of the Ministry to work with communities and to design programmes that address challenges children face in going to and staying in school are equally important. The results of the programme are outstanding in that the goal of retaining children in school has been achieved. Moreover, the overall performance of students at examinations has improved and, as a result of the psycho-social support, so has student behaviour. An unplanned result is marked improvements in parental involvement in school-related activities.

Background

According to the latest available statistics, an estimated 16 per cent of children aged 5 to 14 years are engaged in child labour.⁸ Guyana ratified Convention No. 138 in 1998 and Convention No. 182 in 2001. The minimum age for employment is set at 15 years. Following a regional workshop in Grenada in 2011 to support Caribbean countries to prepare hazardous child labour lists, Guyana is currently finalizing its hazardous child labour list.

The Government of Guyana provides free, universal education from nursery to secondary school level. In addition, the Ministry of Education's social support programme provides

a school uniform every year to all primary and secondary school students and a snack for nursery school students. In some of the hinterland communities, meals are provided for all children in selected schools. However, absenteeism, truancy and high drop-out rates have long been a cause of concern with many children dropping out of school and engaging in child labour when they reach Grade 9. In 2010, with TACKLE support, national workshops were conducted for Ministry of Education officials, Schools Welfare and Guidance and Counselling Officials as well as National Trade Unionists from all regions of Guyana to increase understanding of the issues involved and pragmatic ways to address it.

Key steps and achievements

Three schools were selected to participate in the programme based on the number of children enrolled and how far from school the children live. Consultations with parents and teachers in the three target schools identified the main reasons why children miss or drop-out of school as: families finding it difficult to provide their children with meals to take to school; children often having to travel long distances to get to school as their families can not afford to pay bus fares and buses are irregular; and difficulties in providing



School children demonstrate their reading skills and discuss their aspirations with Ahmet Ozimak, ILO-IPEC's TACKLE Project Chief Technical Adviser, Guyana, 2011.

⁸ Guyana Bureau of Statistics and UNICEF: *Guyana Multiple Indicator Cluster Survey Summary Report 2006, Monitoring the situation of children and women*, Georgetown, Guyana, 2008. Available at: http://www.ilo.org/dyn/clsurvey/lfsurvey.list?p_lang=en&p_country=GY.



Children and teachers of the Kuru Kuru Primary School disembark the bus as they enter the school compound, Guyana, 2012.

all the school supplies children need despite the Ministry of Education's social support program. In one area, children had to paddle at least four miles down a creek before reaching a highway where they either had to walk or get a bus to school. To find solutions to these problems, the ML-HSSS worked with the TACKLE project and designed and implemented a multi-faceted program. A project management committee, composed of the schools' Head Teachers, the Coordinator of the School Retention Program, parents from the Parent Teachers Association and other community members was established in July 2011 to oversee the implementation of the following components:

1. Bus service – free transport to and from school. This alone had a huge effect on school attendance rates as in just the first three weeks of the program, attendance rates in the primary school jumped from 66 per cent to 94 per cent.
2. Nutritional support – all students were provided with hot meals three days a week.
3. After-school tutoring for children – afternoon remedial classes were provided for children in need of support with basic numeracy and literacy skills as well as with homework (1 ½ hours three times a week). Those who remained for these extra classes were provided with a snack.
4. Awareness-raising – teachers and school administrators were trained to better respond to school drop-outs, truancy and child labour using IPEC's Supporting Children's Rights through Education, the Arts and the Media (SCREAM) methodology. SCREAM clubs were created to engage children in creative activities to raise awareness on the dangers of child labour and the importance of education. The children are currently preparing for a National Drama Festival, which aims to extend the message of child labour prevention to the wider community.
5. Counselling for parents and children – psychosocial support for both children and their parents.
6. Parenting education – workshops were also organized for 100 parents and guardians of children attending the schools involved in the program. This was recognized as imperative to ensure that parents have an understanding of child labour and its adverse effects on children and the society as a whole, as well as the value of education and the importance of children completing both primary and secondary education. Three day workshops were organized for this purpose, as well as to equip parents with vital skills to be able to raise children.



Art competition bringing together five secondary schools for the World Day Against Child Labour held at the Ministry of Education School Sports Ground, Guyana, 2011.

Thanks to the free bus service, regarded as the most important component for the program's success, children (and teachers) were able to get to school on time. Thanks to the free school meals, children benefitted from a more nutritious diet. As a result, not only did school attendance records immediately increase, children were also less tired and more focused during school lessons. The after-school tutoring and counselling all contributed to better responding to the needs of children and their families. The awareness-raising activities helped build understanding

of the dangers on child labour and the value of education and both students and parents become more interested in school activities. There are reports of improvements in children's overall performance in school, teacher turnover rates have declined and following SCREAM training, the primary school for the first time participated in a national poetry competition in February 2013 and won a prize.

Sustainability

The MLHSS is seeking to mainstream the programme into its service delivery program, and is seeking support from the private sector to do so. The project has the potential to be adopted as a model and rolled out across the country, linking it to other programmes implemented by other Ministries, in particular the Ministry of Education,⁹ in a coordinated, nationwide approach to ensure children are in the best position to be able to attend school.



Meal preparation as part of the Nutrition Enhancement Programme at the Kuru Kuru Primary School, Guyana, 2011.

⁹ TACKLE also supported the Ministry of Education in implementing a mentoring programme in five secondary schools in three different regions of Guyana.



Children of Amerindian families in school, Guyana, 2011.

Learning

- Addressing low school attendance requires a holistic approach to ensure children and their parents are provided the necessary support. Consultation with key stakeholders, in particular parents, school administrators and teachers, is essential in planning action to be taken.
- There is a definite connection between school attendance, transportation and hot meal support. The project has demonstrated that, depending on the demographic situation of children and their families and access to resources, these components are critical as social protection measures to retain children in the school system.
- Addressing the needs of teachers is also important. Although this was not originally planned for, teachers also took the buses to and from school with a dual advantage for the students: teachers also arrived punctually and were able to start lessons on time and their presence on the buses helped maintain order and discipline among the students.

FIJI: From grassroots to policy, a community-based approach for the eradication of child labour

In 2011, the People's Community Network (PCN) launched a project to build the capacity of communities to tackle child labour and poverty in squatter settlements. With TACKLE support, the project developed a multi-pronged approach to prevent and withdraw children from child labour. This included: setting up Child Labour Monitoring Committees to identify children in or at risk of child labour; providing vulnerable children with support through an alternative education bridging programme as well as involving them in SCREAM (Supporting Children's Rights through Education, the Arts and the Media) activities; income-generating activities for parents; and the establishment of a community saving scheme.

Why is this a good practice?

This is a good practice as it shows how local level action can contribute to the fight against child labour through the strengthening of community structures to address and monitor child labour. The approach proved to be replicable as the project was initially implemented in the Central Division and then replicated in other informal settlements in the Western Division. The project also demonstrated how issues identified at the local level can influence policy decisions. As a result of the pilot alternative education bridging programme, the TACKLE project is supporting the development of a National Strategic Plan for Alternative Education for out-of-school children in or at risk of child labour.

Background

Fiji ratified Convention No. 138 in 2003 and Convention No. 182 in 2002. In July 2011, a Child Labour Unit was set up within the Ministry of Labour under the Labour Standards and Compliance Unit to strengthen the capacity of the national and local authorities in the formulation, implementation and enforcement of laws and policies to fight child labour in coordination with the social partners and civil society in Fiji. A National Action Plan against child labour and a Child La-

bour Policy are currently being drafted. The hazardous child labour list was officially announced on 28th May 2013.

Poverty stricken informal communities and squatter settlements in Fiji rely on the work of their children to provide food and other basic family needs. Child labour and the lack of education and employment opportunities among these communities and settlements is a serious concern for the government and other stakeholders. The TACKLE project "Building the capacity of communities to tackle child labour and poverty in squatter settlements" was conceived to help address the issue.

Key steps and achievements

PCN set up Child Labour Monitoring Committees (CLMCs) in 12 communities in the Central Division with a high prevalence of child labour and a large number of informal settlements. The CLMCs are composed of community facilitators and peer mentors who are representatives of the 12 informal settlements. The CLMCs were trained on child labour, children's rights and related legal provisions. As a result, the CLMCs developed child labour monitoring and referral processes, engaging with institutions, to which children could be referred for the necessary care and support.

The CLMCs monitor households through the community facilitators and children identified as in or at risk of child labour are provided with support by the peer mentors. The identified children were enrolled in an alternative education bridging programme, as a result of which many of them have been reintegrated into formal school or enrolled in vocational training programmes. They also participated in SCREAM activities and a World Day Against Child Labour Sports Day in 2012. The families of the children were provided with support through income-generating projects such as bamboo weaving, to boost their income and enable them to send their children to school or to keep them in school. The CLMCs collaborate with a wide range of stakeholders to address the issue including local state actors such as labour officials, education officials and public enterprise officials. The CLMCs also work



Out-of-school children graduating from Fiji's first pilot alternative education bridging programme organized by the People's Community Network, Save the Children and TACKLE, Fiji, 2011.



Mothers at a 'Trash for Cash' workshop, Fiji, 2012.

closely with the national Child Labour Unit (CLU) through PCN for the referral and monitoring of children. Through the CLMCs, over 150 children were withdrawn from child labour and reintegrated into the formal education system.

PCN also worked with squatter communities to establish a community saving scheme where each community member pays 50 cents a day to the "Community Scholarship Fund" for educational support. This saving scheme, the skills training provided to mothers of the targeted communities to improve income-generating capacity, and the free bus fares vouchers from government greatly contribute to keeping the children identified by the project in school.

In 2012, PCN facilitated a National Non-Formal Education Forum to highlight the issues of out-of-school children in or at risk of child labour. The TACKLE project is currently working with the Ministry of Education and other stakeholders to develop a strategy, curriculum framework and syllabus for an Alternative Education Programme for out-of-school children in or at risk of child labour.

Sustainability

The sustainability of the approach is based on ensuring local-level ownership of the response. A sense of "My village" that motivates community members to eliminate child labour in their village has been developed through the project. It is also replicable, having subsequently been implemented by PCN in other communities.

The strategic partnerships established also contribute to the sustainability of the approach. The community monitoring structure is linked with teachers, health workers, community facilitators, and non-state actors in ensuring withdrawal services such as counselling, education, and health and child protection. This approach targets the heart of the problem in creating an enabling environment for at-risk children and their communities in alleviating poverty and allowing the government to effectively reduce child labour in local communities. The partnership that each community has with the Child Labour Unit strengthens the provision of public services that have a direct effect on reducing child labour in the community.

Learning

- The participation of community members in the CLMCs promotes ownership. Good relations between communities, project implementers, the government and the ILO are crucial to ensure effective implementation of projects and this is particularly important for the mainstreaming of child labour issues in development planning.
- PCN found it easier to implement the project in communities in which it had already worked as a certain level of confidence and trust had been developed, reducing unnecessary obstacles.
- Understanding the relationships that exist between the child and their family, and their community, and the reasons and attractions that prompt children to work is crucial when designing the best approach to take to ensure that children are successfully withdrawn from child labour.



Children at the start of the football clinic league, Maverley, Jamaica, 2011.

RESULT 3:

Targeted actions to combat child labour designed and implemented

Supporting TACKLE countries to:

- *develop demonstration models of good and replicable practice* for withdrawing children from child labour and preventing vulnerable children from entering child labour, providing children with educational alternatives (formal and, where appropriate, non-formal), skills training for older children and supporting their families.

JAMAICA:

Sports coaches become mentors to children in or at risk of child labour

In 2010, Caribbean Sports Reach, working together with the Jamaica Football Federation, the Ministry of Education and the Jamaica Teachers Unions, and with TACKLE support, launched an initiative in the inner city community of Maverley, training guidance councillors, teachers and sports coaches on child labour and how to respond to it. Through this initiative 290 children attended football league clinics over a period of three months to seek to raise their awareness on child labour and to impart lifeskills with the aim of bringing about changes in behaviour.

Why this is a good practice?

This good practice demonstrates the importance of engaging community members who have access to children in or at risk of child labour and who are in a position to have a positive influence. As community mentors trained on child labour issues, the football coaches were able to influence norms, values and behaviour in high-risk communities not only for the limited duration of the clinics, but also beyond it by integrating what they had learnt into their daily work.

Background

In Jamaica, according to the UNICEF MICS 2005 report, 6.1 per cent of children aged 5-14 are engaged in child labour.¹⁰ Jamaica ratified Convention No. 138 in 2000 and Convention No. 182 in 2003. The Ministry of Labour and Social Security has developed a National Child Labour Policy, which they expect to finalize during the course of 2013, and there is a well established Child Labour Unit within the Ministry. There is a draft National Action Plan against child labour from 2004 and a hazardous child labour list was drafted in

2011. Child labour is included in the Child Care and Protection Act and in the draft Occupational Safety and Health act. In 2010, TACKLE supported the Ministry of Education in the review of the National Education Policy, as a result of which a clause addressing child labour was added. TACKLE continues to support the Ministry of Labour and Social Security, the Ministry of Education, workers' and employers' organizations, the police force and other key partners to better respond to child labour issues, in particular through the provision of technical guidance, training and awareness raising.

In Jamaica, child labour has its roots in poverty, but also in cultural and social practices and attitudes. This initiative was conceived to use football as a means of raising awareness of child labour and changing attitudes to bring about changes in behaviour. The advantages of using football in the fight against child labour are many. Football not only brings joy and play into the lives of children, it is also a sport that can help children acquire life-skills and grow in confidence and self-esteem. For children whose mental or physical health has been damaged by child labour, football can help support the healing process and provide children with a safe and friendly environment in which to develop fully. Football is also an activity that favours inclusivity and non-discrimination, thereby reaching out to all children regardless of race, gender, religion and level of ability.

¹⁰ Statistical Institute of Jamaica (STATIN) and UNICEF Jamaica: *Monitoring the situation of children and women, Multiple Indicator Cluster Survey 2005*, Kingston, 2007. Available at: http://www.childinfo.org/files/MICS3_Jamaica_FinalReport_2005_Eng.pdf (accessed on 23/05/13).

Key steps and achievements

This initiative was organised in conjunction with the 2010 World Day Against Child Labour. Caribbean Sports Reach, working together with the Jamaica Football Federation, the Ministry of Education, KSADA, Insports, and the Jamaica Teachers Unions, identified schools from an inner city community with high levels of poverty and crime and a deteriorating social and physical infrastructure.

Guidance councillors and physical education teachers from twenty three schools, as well as football coaches from the surrounding communities, attended a two day workshop on child labour in June 2010. The workshop built awareness and knowledge on child labour and introduced the participants to the mentorship programme as well as relevant tools, including ILO-IPEC's Supporting Children's Rights through Education, the Arts and the Media (SCREAM) methodology and the Information kit for teacher, educators and their organizations. Media were invited to a press event on the World Day Against Child Labour (12 June) to mark the conclusion of the workshops and the launch of the clinics. Local media were also invited to observe and report on the clinics. Around 2,000 flyers were produced and distributed in schools and the communities to advertise the clinics and highlight child labour issues.

Following the training, the guidance councillors identified children in or at risk of child labour. The children were enrolled in community football clubs run by the Kingston and St Andrew Football Association and participated in football clinics. The clinics were held twice weekly for a three-month period, on Wednesdays after school and on Saturday mornings, times at which children would typically be working on the streets selling goods and services. 290 children aged 10-16 attended the football league clinics. During the clinics, the coaches used the SCREAM methodology to raise awareness on the dangers of child labour as well as to impart life skills with the aim of bringing about changes in behaviour, focusing on principles of respect, conflict resolution, setting goals and the importance of staying in school. Based on their needs, children were referred to guidance counsellors and other social services, but this was done on an ad-hoc basis as there is no formal referral process for children in or at risk of child labour. Several community meetings were held during which parents were informed about child labour and children's rights. One month after the mentorship programme ended, guidance councillors followed up with the children's parents/guardians to assess changes in attitudes and behaviour vis-à-vis child labour.

As a result of the sports mentorship programme around 80 children in or at risk of child labour were referred to the appropriate authorities for follow up. Around 30 councillors, teachers and coaches have been empowered to use

SCREAM to raise awareness on child labour in schools and their communities. In addition around 10,000 people in the Maverly community have been sensitized to the issue of child labour and attitudes have begun to change. Community members are beginning to report child labour cases to the government Child Development Agency. The football clinics were also featured on national television in December 2011, helping to raise public awareness on child labour and the strategy of the football clinics to contribute to combating the problem.

Sustainability

Having been trained on child labour issues and how to respond to the problem, councillors, teachers and coaches are now in a position to identify, respond to and refer cases of child labour. The children were given the opportunity to stay in the community football clubs and remain in contact with the mentors. The football coaches continued to use the SCREAM methodology to raise awareness and impart life skills to children during future sports programmes.

Learning

- A significant lesson from this activity is a greater understanding of the key role that sports coaches play in influencing norms and values in tightly knit urban communities and how this can be harnessed. Community members respond to coaches in a very different way than they do to councillors or social workers. The coach and the sporting events that they are involved in are able to draw the attention and interest of parents or guardians who may otherwise not be easily reached. Parents who may not attend a PTA meeting are more likely to go to a match in which their child is playing. Coaches thus enjoy a wide sphere of influence and tend to be viewed as somewhat separate from the school establishment. They enjoy the respect of the community and when coaches raise an issue community members stop to listen.



Children at the start of the football clinic league, Maverly, Jamaica, 2011.

MADAGASCAR: Partnering with the private sector to boost family income

In 2010, an agreement was signed between a company (Guanomad) and three NGOs to support the economic activities of parents of children in or at risk of child labour. The company, which produces organic fertilizer, donated 500 Kg of fertilizer to each NGO to distribute to parents to improve agricultural productivity. The company also trained the parents on the use of the fertilizers and offered promotional prices for their future needs.

Why is this a good practice?

This good practice demonstrates the role individual companies can play in tackling child labour and how apparently simple gestures can have far-reaching effects. It shows that engaging key actors in the communities in which child labour is prevalent, and working together to find solutions, can contribute to building a sense of responsibility towards ensuring the respect of children's rights.

Background

In Madagascar, according to the latest ILO estimates,¹¹ 28 per cent of children aged 5-17 years are engaged in economic activities. Madagascar ratified Convention No. 138 in 2000 and Convention No. 182 in 2001. A National Action Plan to eliminate the worst forms of child labour (2014-2019) was adopted by the Ministry of Labour in 2004. A hazardous child labour list was drawn up in 2013. In

terms of the integration of child labour issues into education policies and programmes, child labour concerns have been incorporated into the Education for All programme and the provisional Education Plan developed by the Ministry of Education for the period 2013-2015. As the main cause of child labour in Madagascar is family poverty, this initiative partnering with the private sector was designed to tackle child labour through boosting family income.

Key steps and achievements

The project initiated a partnership between the company (Guanomad) and three NGOs (Association pour la promotion du Boeny, ONG Sunlight and Association Sarobidy) working with the project in different regions (Boney, Analanjirofo and Vakinankaratra) to provide families with children in or at risk of entering child labour with organic fertilizer so as to boost family income.



Guanomad staff train parents in the use of biological fertilizers, Madagascar, 2010.

¹¹ ILO: *Enquête nationale sur le travail des enfants à Madagascar 2007*, Geneva 2008. Available at : <http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=9350>.

In June 2010, an agreement was signed between the coordinators of the NGOs and the Director Manager and Founder of Guanomad in the presence of a representative from the European Union. The event received wide media coverage.

Following the signing of the agreements, the company gave each NGO 500 kg of organic fertilizer to support the agricultural activities of around 400 parents. The company also trained the parents in the best use of the fertilizer.

This initiative boosted the agricultural productivity of the parents concerned, leading to an estimated 25 per cent increase in their incomes. As a result, the parents could save money, helping them to pay their children's school fees. One parent, in the region of Analanjanrofo, increased his monthly income by around 20 000 Ariary (equivalent to US\$ 9) enabling him to ensure his children's school fees.

Sustainability

This initiative is sustainable as it enabled parents to improve their income so that they could save money to buy more fertilizer for future crops at the promotional rates that the company now offers them.



Madagascar, 2010.

Learning

- Improved income generation and decent work opportunities in communities is an essential element of an integrated approach to eliminate child labour. Support for improved productivity – in this case through the provision of organic fertilizer – and training are ways to reduce recourse to child labour and promote better occupational safety and health.

Children showing the Red Card to Child Labour, World Day Against Child Labour, Madagascar, 2010.





Director Manager and Founder of Guanomad and APB Association sign agreement to donate fertilizers to parents to increase agriculture production, Madagascar, 2010.

Madagascar, 2010.



ZAMBIA: Communities and the private sector join hands to end child labour

Through a child labour action programme with the Livingston Anglican Children's Project (LACP) district, community and project structures to address child labour were strengthened. Community child labour committees were set up and an agreement was made with a local bank to establish a savings scheme to sustain the programme.

Why is this a good practice?

The savings scheme with a local bank is an innovative measure for supporting family and community livelihoods. This is a locally driven initiative through which a partnership with an established private institution was developed and support provided to vulnerable members of the community. Considering the challenges involved in maintaining support for children's education without external assistance, this scheme will help provide such support beyond the duration of the TACKLE project.

Background

A recent analysis of the 2008 Zambia Labour Force Survey data estimates that around 950,000 children aged 7-14 years are economically active.¹² Zambia ratified Convention No. 138 in 1976 and Convention No. 182 in 2001. A National Child Labour Policy and National Action Plan for the elimination of the worst forms of child labour were adopted in 2010 and officially launched in 2011. A draft Statutory Instrument on hazardous labour was developed in 2009. Zambia recently adopted a revised Education Act of 2011 which repeals and replaces the Education Act of 1951. The Act states in Article 15 that a child has a right to free basic education and seeks to regulate the provision of accessible, equitable and qualitative education. A number of programmes have been undertaken to work with national and provincial education teams to strengthen capacity for mainstreaming child labour in education plans and programmes.

Livingstone District has one of the highest HIV prevalence rates in Zambia (estimated at 31.5 per cent). Children are the most affected by HIV/AIDS. Many children are left to fend for themselves, often due to the death of their parents from AIDS. A major consequence of this is that children are forced into child labour at the expense of going to school. It has also been observed that extended families can be overwhelmed

by the sheer number of orphans to be cared for. All of these factors increase the general poverty levels in the community, making it difficult to break the cycle of poverty and HIV/AIDS. Given this background, the Livingstone Anglican Children's Project (LACP), in its child labour action programme which began in November 2009, has embarked on strengthening district, community and project structures to address child labour. This has bolstered community participation in the programme. LACP has also launched innovative initiatives to support care givers through private partnerships, and the introduction of driving skills as a new training area for children withdrawn from child labour.

Key steps and achievements

Realizing that no community programme can succeed without the involvement of community members, LACP strengthened its own structure and created and encouraged the development of the community child labour committees. After putting the structures in place, training was conducted to support them in their role.

During the training sessions, the participants discussed how to best save resources in order to sustain the programme. The beneficiaries agreed on the idea of depositing money in the bank on a regular basis, and all walked home from the training session in order to use their transportation allowance to open the bank accounts.

LACP approached a local bank to request a special savings facility to be accorded to the adult beneficiaries of the programme. A letter was also sent to the bank, informing them about the vision of the group and explaining that the bank's current financial services offered were not accessible for small businesses. Through discussion regarding corporate social responsibility and through commendable negotiation, an agreement was made for a savings scheme for the target beneficiaries of the income-generating activities group.

The structures created and those strengthened have facilitated community participation in the programme, and through them the message of the importance of children's education is being spread in the communities. The affected

¹² Understanding Children's Work: *Towards ending child labour in Zambia: An assessment of resource requirements*, Rome 2012. Available at: http://www.ilo.org/ippec/Informationresources/WCMS_193907/lang--en/index.htm.



Livingstone Anglican Children's Project members assisting adult beneficiaries in filling out forms to open savings accounts, Zambia, 2010.

local communities actively participate in the programme activities; they were involved in the identification of beneficiaries, conducted community awareness programmes, and participate in the ongoing programme-update meetings.

A suitable financial product was also created for the target beneficiaries. The banks agreed to offer savings accounts with no ledger fees and, for all accounts opened through LACP, to pay for the photos needed to open one.

Sustainability

Based on the involvement and engagement of the local communities and authorities, there is evident ownership of the process and an interest in longer-term benefits for the beneficiaries.

The opportunity explored with the private sector (i.e. the bank) to indirectly support children's education and welfare is praiseworthy. This is an important intervention for both prevention and withdrawal of children from child labour and is a good example of working with local institutions to support child labour programmes. Considering the challenge of maintaining support for children's education without external assistance, the savings scheme was a valuable development that will go a long way in contributing to the sustainability of the project and supporting children's education after the conclusion of the action programme.

Learning

- Meaningful consultation and involvement of communities is always important. In this way, the communities themselves are part and parcel of the programme, and it is easier for them to continue with the initiative after external support has been withdrawn. District and community child labour committees that make community members leaders of action against child labour are especially helpful.
- Sharing information with key partners is another important strategy. It creates an understanding of the issue of child labour. It also contributes to the identification of the means of assistance, which facilitates resource mobilization and extended partnerships.
- Negotiation skills are vital when dealing with the corporate world and good relationships with the private sector are essential. They like to see how the issue benefits them even as they meet the needs of the community. Both the community and corporate world like to establish clear and realistic goals of what you are doing in order for them to support the initiative. Ideas with unclear goals are not easily supported.
- A good track record is the key in working with disadvantaged communities. Communities sometimes feel that organizations make promises that do not materialize and as a result are suspicious of people coming from outside the community. LACP has developed good community structures and has a history of successful interventions.

MALI: School-based income generating activities

Between 2009 and 2011, based on a strategy developed with community members, community management committees were set up to support income-generating activities for vulnerable families. Adult beneficiaries were trained on the income-generating activities as well as on child labour and their role as parents in contributing to its elimination. They were also supported in developing basic literacy and numeracy skills. As a result, incomes were significantly boosted and, based on a prior agreement with the beneficiaries, a portion of the profits were shared with local schools to provide materials and cover expenses essential for the proper functioning of the schools.

Why this is a good practice?

This good practice demonstrates the importance of involving the community in designing strategies to combat child labour as this results in greater ownership and effectiveness as the project responds directly to their needs as well as the needs of the local community. Linking the income-generating activities with providing support for local schools helped build understanding on the value of education and directly engaged parents in supporting the functioning and activities of local schools.

Background

In Mali, according to the 2009 Understanding Children's Work report,¹³ approximately 1.4 million children (a little more than 50 per cent of the child population) aged 7 to 14 years are engaged in economic activities. Mali ratified Convention No. 138 in 2000 and Convention No. 182 in 2001. A National Action Plan to eliminate child labour (2011-2020) was adopted in June 2011 and a hazardous child labour list was adopted by the Ministry of Labour in 2009. In addition, action against child labour was mainstreamed into the Child Protection Policy, drawn up by the Ministry for the Promotion of Women, Children and the Family. Also, with TACKLE support, child labour and education issues were mainstreamed into the Education Sector Expenditure Programme (PISE III) and the Decennial Education Programme (PRODEC II).

Although education in Mali is, in principle, free and compulsory for nine years between the ages of 7 and 16, enrolment rates are low in large part because families are unable to cover the cost of uniforms, books, supplies and other fees required to attend even public school. In addition, barriers to education, in particular the lack of schools, and concerns regarding the quality of education, including lack of teaching materials, inadequate school infrastructure and lack of teacher training, contribute to families prioritising child labour over an education.

¹³ Understanding Children's Work: *Comprendre le travail des enfants au Mali*, Rome 2009. Available at: http://www.ucw-project.org/Pages/bib_details.aspx?id=11997&Pag=0&Country=130.

In response, between 2009 and 2011, three projects were implemented with TACKLE support to support the most vulnerable households to send their children to school in the regions of Ségou and Mopti.

Key steps and achievements

Through community discussions the projects identified the main obstacles to education as being due to poverty and cultural factors. Through these discussions the strategy of the three projects was elaborated in a participatory fashion as the communities favoured an approach focused on preventing children from dropping out of school and improving the quality of education provided.

Together with the Regional Directorate for Employment and Vocational Training, the Regional Directorate for Social Development as well as community leaders, the projects then identified profitable economic activities in the target villages. These activities, which were then validated by the village communities, included: soap-making, fish breeding, market gardening, fattening of cattle and a cereal bank, as well as the setting up of multi-functional platforms consisting of simple engines which power grain mills, dehullers and other accessories.

Committees were then set up to manage the income-generating activities. These management committees were composed of the following bodies: the local council, the education committee, the village committee and the school children's



A multi-functional platform constructed around a simple engine which powers a grain mill, dehuller and other accessories, set up in Mérou village, Mali, 2011.



Making traditional soap in the villages of Mérou and Némguéne, Mali, 2011.

mothers association. Together with the TACKLE implementing agencies, these committees established a set of criteria based on which vulnerable households with children in or at risk of child labour were identified to participate in the project.

Those identified were put into groups of 10-25 people and provided with training according to the type of income-generating activity. The groups were also trained on basic literacy and numeracy skills as well as on child labour and their role as parents in contributing to its elimination.

The projects then provided the basic inputs to get the income-generating activities going. The multi-functional platform, cereal bank and the fish-breeding pond were also set up with the support of the community and the concerned government services.

The managerial committees, together with the projects, monitored the income-generating activities on a monthly basis. As agreed between the identified project beneficiaries and the managerial committee at the start of any income-generating activities, a portion of the profits generated were shared with local schools to contribute to the quality and functioning of these schools.

As a result of these activities, incomes were significantly boosted enabling parents to send their children to school. For example, following the training on soap-making, incomes which initially varied between six to eight dollars increased to between fifteen to thirty dollars. In areas affected by the conflict it was impossible to evaluate the impact of the income-generating activities as local people fled from the invading armed groups.

Sustainability

The beneficiaries have been provided with the basics to be able to continue their income-generating activities, namely

initial inputs and training. To help consolidate the income-generating activities the following recommendations have been made:

- organise the beneficiaries in cooperatives which will help them to become more professional in their activities and will also help them to access loans more easily;
- establish a link between the cooperatives and local businesses, encouraging local businesses to support action to benefit village communities as part of their corporate social responsibility programmes.

Learning

- The involvement of the community and other key stakeholders, including state technical services, from the initial planning stages is key to identify income-generating activities that are relevant and economically viable.
- The prior agreement on eligibility criteria, in particular regarding donating a part of the profits to improve the functioning of schools, creates an essential link between income-generating activities and improving access to and the quality of education.
- Training of trainers is essential to ensure the sustainability of action beyond the duration of the project. To ensure success of income-generating activities, training on these activities needs to be combined with training on basic literacy and numeracy skills.
- Putting in place a system to regularly monitor and evaluate the income-generating activities helps to identify problems and provide appropriate forms of continued support, including for the expansion of income-generating activities and access to loans/microcredit.



World Day Against Child Labour, Angola, 2013.

RESULT 4:

Improved advocacy and dissemination of good practices to enhance knowledge base and networks on child labour and education

Supporting TACKLE countries to:

- conduct research and strengthen mechanisms for knowledge sharing, particularly of knowledge generated through the project through the identification and sharing of good practices and the strengthening of networks on child labour-education related issues. This was done not only within countries but also at the global level;
- mobilise social partners and civil society and build their role within national dialogue and advocacy on education and training and strengthen their ability to play an active role in supporting efforts to tackle child labour;
- raise awareness and provide information to communities, families and children on the dangers of child labour, the benefits of education and their rights.

Advocacy and knowledge sharing are intertwined and essential elements of any strategy to combat child labour. To demonstrate the wide range of initiatives undertaken throughout the project, below are highlights from each of the twelve TACKLE project countries.

The Media in project countries has also played an important role in strengthening TACKLE's awareness-raising objective. The Media has kept communities informed and mobilized on the issue of child labour and TACKLE, on its side, has always invited the press to cover activities, workshops, and direct-action programmes. Since 2009, TACKLE has been featured in more than 80 articles in local newspapers, as well as being the subject of BBC and Euronews special broadcasts. The Media has contributed to keep alive the attention of society at large, supporting the implementation and sustainability of planned actions, a role that has been publically recognized by the ILO on numerous occasions.

ANGOLA

- The 2011 World Day Against Child Labour was marked by a **nationally broadcast TV debate**. Representatives of TACKLE, the Ministry of Education, the Ministry of Public Administration, Employment and Social Security, the Angolan National Children Institute, and the Kandenques Unidos NGO all participated.
- In a workshop on child labour in Portuguese-speaking countries held in Angola in May 2011, a **Protocol (Act of Commitment)** was signed between UNTA-CS, the national workers' trade union, and private companies/employers part of UNTA to combat child labour in their workplaces.
- A joint activity between TACKLE and the IPEC Portuguese-Speaking Countries in Africa (PALOP) project resulted in the production of a **documentary on child labour** which will be aired by the major television networks in all Portuguese-speaking countries during 2013. The initiative will allow countries to build common strategies and responses to the problem of child labour.

FIJI

- In the spirit of **South-South Cooperation**, TACKLE extended technical expertise to other countries in the Pacific Region, conducting trainings on child labour¹⁴ and co-ordinating mini programmes against child labour implemented by the Samoa Council of Trade Unions and the Vanuatu Council of Trade Unions as part of World Day Against Child Labour 2011 activities. In addition, two rapid assessments and National Child Labour Forums were conducted in Tuvalu and Kiribati in 2012.
- IPEC's SCREAM (Supporting Children's Rights through Education, the Arts and the Media) methodology was used to engage children in the campaign against child labour and raise awareness in communities through **SCREAM Camps for children** in 2010 and 2011. Follow-

¹⁴ These included: a training on ratification of the child labour Conventions in 2010 for tripartite partners from the Solomon Islands, PNG, Kiribati, Samoa, Tuvalu, Republic of Marshall Islands and Fiji; a training on social dialogue and child labour in 2011 for trade union representatives from Kiribati, Samoa, Solomon Islands, Tuvalu, PNG, Vanuatu and Fiji.

ing the Camps a network of young advocates was established and a number of children were assisted to return to school. University students were also mobilised and TACKLE supported the design of a Child Labour and Development course for post-graduate university students at the University of the South Pacific.

- Since 2008, annual National Child Labour Forums have been held annually to share knowledge, evaluate progress and plan future action as well as to facilitate networking. In 2013, the **Fiji TACKLE Child Labour DVD** was launched at a **National Child Labour Forum**. Good practices were documented and shared with stakeholders and resolutions on ways forward beyond the duration of the TACKLE project were agreed upon.



Following a press briefing for the World Day Against Child Labour 2010, government officials and workers' and employers' representatives hold the Red Card to Child Labour!, Guyana, 2010.

Guyana

- A major outcome of the 2012 World Day Against Child Labour was the signing of a **communiqué** between the Government and employers' and workers' organizations on the issue of child labour. This has led to increased collaboration between key stakeholders and greater ownership of activities related to the TACKLE project.
- In 2012, a **symposium** was organized by the Ministry of Labour, Human Services and Social Security to sensitize the public and draw attention to the issue of child labour. Awareness raising and parenting workshops were held as a result of which key stakeholders at the community level have formed small groups to network and take action against child labour.
- **School rallies** and **school poetry and art competitions** on child labour, organized in collaboration with the Ministry of Education in 2011, 2012 and 2013 have engaged young people in the campaign and enabled them to express their feeling and views. These activities have had considerable impact in raising awareness on child labour, particularly in rural communities.



School rally on the occasion of the World Day Against Child Labour 2010. World Day activities included a jingle and art competition among primary and secondary school students, Guyana, 2010.



Re-launch of the Red Card to Child Labour campaign, Jamaica, 2013.

Jamaica

- In 2012, the Ministry of Labour and Social Security held a **national consultation to review the draft national policy on child labour** as part of World Day Against Child Labour activities. TACKLE also supported the Ministry of Labour to deliver **child labour awareness sessions to Ministry of Labour staff** across the island. In addition, the **Jamaica Employers' Federation** included child labour in its members' forum, as a way of keeping child labour on the agenda of employers.
- The **Red Card to Child Labour campaign** was re-launched at the World Cup qualifying match Jamaica vs. Panama in April 2013.
- In 2011 a **Knowledge Attitude Practice and Behaviour Survey** was carried out in collaboration with the Ministry of Education in 30 schools across the island to obtain information on the nature and scope of child labour for children under the age of 16 and enrolled in formal education. The aim was to provide empirical data to help the Ministry of Education to develop age specific and targeted interventions against child labour.

Re-launch of the Red Card to Child Labour campaign, Jamaica, 2013.



Kenya

- In 2012, for the first time since the TACKLE project began, the Ministry of Labour organized the World Day Against Child Labour events without financial support from the project. The Ministry was able to mobilize resources and partners through the **roundtable coordination forum** that was established in late 2011 following a review of handicaps affecting the implementation of the National Action Plan on the elimination of child labour.
- As a result of a collaboration with TACKLE, the Kenya Institute of Education included **child labour awareness messages on staff pay slips** with the aim of sensitizing its staff on the issue. This proved to be a cost effective awareness raising strategy which has the potential to be replicated by other formal institutions and employers.
- To strengthen the capacity of the media, a **Child Labour Information Kit was developed as a media guide on child labour reporting**. A meeting between the media and key stakeholders which was held in June 2011 helped to build the existing media network and strengthen collaboration between the media and a National Preparatory Committee on the World Day against Child Labour.

Madagascar

- A **study on child labour in the vanilla industry** was published in 2012 and an official dissemination workshop was held in December, in which more than a dozen journalists participated. The findings, in particular those relating to children over the minimum age in hazardous work, will be considered in ongoing discussions on updating the hazardous child labour list.
- In collaboration with the National Committee to Fight against Child Labour (CNLTE) a workshop was organized for local authorities and tourism stakeholders in Nosy-Be in 2011 to **raise awareness on the problem of the commercial sexual exploitation of children (CSEC)** and develop a work plan to address it. This was followed in 2012 with a project with the NGO Stop SIDA to prevent and withdraw children from child labour, with a particular focus on CSEC, through capacity building, awareness raising and supporting parents' income generating activities. As a result of a workshop organized also in 2012 in collaboration with the Ministry of Tourism, ECPAT France and the Child Protection Network and Regional Tourist Office in Nosy-Be a **code of conduct against CSEC** was adopted by the hotel industries and a local monitoring committee was set up to reach all tourism operators in Nosy-Be.

Mali

Prior to the conflict, a number of knowledge building and awareness raising initiatives were carried out, including:

- A joint monitoring visit in Kéniéba with twelve mayors to inform and mobilize communities on the issue of child labour. Following the monitoring visit all of the **mayors pledged to integrate the fight against child labour in their programmes** for social, economic and cultural development.
- Various activities and events for the World Day Against Child Labour in 2010 and 2011 to raise awareness in communities and mobilize the media, including a huge **concert** in 2011. Also, since 2009, through a collaboration with the **ORANGE Foundation** in Mali, a text message was sent to all of its subscribers with the slogan of the successive World Days (in 2011 the message reached ORANGE's six million subscribers).
- Since the conflict, given the security situation, action has been more limited and revolved around the needs of children affected by the conflict. Initiatives have included the provision of **psychosocial support for displaced children** who had been separated from their parents/guardians and action to **raise awareness** on the dangers resulting from the association of children with armed forces and groups.

Papua New Guinea

- From 2010-2011 **research on child labour** was conducted in Port Moresby. Following a workshop to raise awareness on the issue and develop research skills, students from the University of Papua New Guinea were recruited as TACKLE interns and involved in developing the child labour research tools. Counsellors, teachers and youth from the settlements were then actively involved in administering the research tools.
- The commitment of the PNG Government to addressing the issue of child labour was evident through its endorsement and launch of the research report on child labour in Port Moresby, PNG in 2012.¹⁵ This was followed by **awareness campaigns** through the media and a Child Labour Road Show to highlight the issues as well as World Day Against Child Labour activities involving teachers, students, youth and community groups including child labour workshops, marches for children, poster and poetry competitions and presentations on the radio.
- Through a partnership established with the NGO Young

¹⁵ ILO: Child labour in Papua New Guinea: *Report on the rapid assessment in Port Moresby on commercial sexual exploitation of children and children working on the streets, 2011*, Papua New Guinea 2011. Available at: http://www.ilo.org/ipecc/information-resources/WCMS_IPEC_PUB_19136/lang--en/index.htm

Women's Christian Association (YWCA), **SCREAM Camps** were organised for young people and children in child labour from two settlements in Port Moresby in 2013, resulting in the establishment of two community-based Child Rights Clubs and a network of youth advocates. YWCA also organized a talk-back show on national radio which prompted nationwide discussions on child labour through the radio programme "Tok- Stret."

Sierra Leone

- With support from IPEC's Statistical Programme (SIMPOC), the Ministry of Employment, Labour and Social Security and the National Statistics Office undertook a **National Child Labour Survey** in 2011. Data findings have been analyzed and a survey report will be published in 2013.
- Following the development of **by-laws concerning the employment of children** in the Freetown Municipality, TACKLE supported the Freetown City Council to raise awareness among the residents of Freetown on the contents of the by-laws through radio and TV programmes, community outreach activities and a launching meeting.
- **Awareness raising workshops** carried out by the NGO Future for Children in both 2011 and 2012 in the Sel-laLimba Chiefdom resulted in the creation of Child Labour Monitoring Committees to identify and refer children in or at risk of child labour to appropriate services.

Sudan

- As a country with no previous ILO presence prior to the TACKLE project, raising awareness on child labour was fundamental. The **first ever World Day Against Child Labour** event was held in June 2010 and included a media forum with the participation of ILO constituents and a rally in Khartoum town. For successive World Days, numerous activities were organized including a forums, panel discussions, film screenings, marches and rallies which all received extensive media coverage on TV and radio.
- In 2012, the **Sudanese Business and Employers Federation** organized workshops for its members to raise awareness on child labour and how to tackle it as employers. Employers were able to mobilize resources to support World Day activities in June.
- In 2012, the central Government in Khartoum, through its Child Labour Unit, **mobilized all of the 18 decentralized state authorities** to organize events for the World Day. The events were supported by imams from Mosques who held special prayers and passed on messages against child labour as part of their sermons. There was no expectation of funding from the ILO, instead, private businesses contributed to the organization of the events.

South Sudan

- The 2012 report on labour markets in South Sudan, jointly authored by Understanding Children's Work and the National Bureau of Statistics, indicated that more than 60 per cent of children work in agriculture and pastoralist sectors. As the pastoralists' perception of child labour and education is not well understood, TACKLE supported a **study on child labour and education among pastoralist communities** in 2013.

Zambia

- TACKLE supported collaboration with the Understanding Children's Work project to prepare a **study "Towards ending child labour in Zambia: An assessment of resource requirements."** The study was finalized and disseminated in November 2012 and is helping to inform future policy and programme considerations.
- Numerous activities and events have been organized for successive **World Days Against Child Labour**. The World Day National Preparatory Committee, convened by the Ministry of Labour and Social Security, organizes national activities, including school debates, quizzes, drama and music performances, media interviews, awareness raising marches and giving awards to winning schools, as well as individuals and institutions that have been recognized for their contribution to the fight against child labour in Zambia. Local stakeholders mobilize resources and organize similar kinds of activities at the local level.
- The project has also supported an **advocacy group pushing for basic education to be free and compulsory** in Zambia. The group made a submission to the Parliamentary Committee on Education, Science and Technology and met with the said committee in June 2009 to make their presentation.



World Day Against Child Labour, Zambia, 2012.



Recording poems at SCREAM (Supporting Children's Rights through Education, the Arts and the Media) camps, Fiji, 2010.

Global highlights

Effective collaboration among key ministries and partners

The TACKLE project's work at the country level required close collaboration among key ministries and among all project partners and stakeholders. In some countries there was a lack of communication between the Ministry of Education and the Ministry of Labour on issues related to child labour. Moreover, in the area of legislation there was a need to strengthen coherence between education policies and labour legislation, in particular to ensure that the age for the end of compulsory education was aligned with the minimum age for employment. By facilitating the signing of partnership protocols between these two Ministries and by developing and carrying out joint activities with these Ministries, the TACKLE project ensured that there is cooperation and coordination between them. Ministries of Education have become not only partners in joint activities but also, in a number of cases, took initiatives to develop and implement activities (such as review of education act, training, introducing additional services such as non-formal/supplementary education, recreational activities and the like for children). This approach has allowed the project to develop models of good practices and effective approaches, ensuring that countries learn from each other and exchange ideas.

Establishment of National Committees

In countries where IPEC supported activities are implemented, establishment of National Steering Committees (NSCs) - if they do not already exist - or Project Advisory Boards (PABs) is mandatory. These consist of representatives of all the relevant government ministries, employers, workers and in some cases NGOs and CSOs as implementing partners. They are established primarily to provide policy guidance and advice to stakeholders on child labour, ensure that planned activities are carried out in a timely and efficient manner and act as the interface between the implementing partners and government departments. They are also, because of their composition and modus operandi, effective mechanisms for advocacy, awareness raising and sharing of knowledge and experience. They are relatively easy to establish and they are cost effective. The existence of NSCs also provides concrete evidence of the political will and the commitment of countries to address child labour.

The TACKLE Project has successfully established NSCs/PABs in all of the 12 project countries and project partners have benefited greatly from the guidance provided by these NSCs/PABs. Through regular exchange among themselves, national project managers have benefitted from previous countries experiences and broadened the scope of the work of NSCs by ensuring that the linkages between child labour and education were integrated in the NSCs' meeting agendas for discussion and guidance. This facilitated exchange of knowledge among the project countries. These Committees are expected to continue working on child labour and education related issues after the project ends.

Child Labour Units

ILO/IPEC encourages and supports the establishment of child labour units (CLUs) in Ministries of Labour. Child labour units are designed to act as resource centres, providing information and guidance to stakeholders on child labour related issues, as well providing technical assistance as appropriate. In some cases, CLUs (such as the one in Fiji) also have the capacity to implement enforcement mechanisms and take punitive measures against violators of the law such as employers employing children under the minimum age for work.

The TACKLE project assisted in the establishment of CLUs in Sudan, South Sudan, Sierra Leone, Fiji, Kenya, Mali, Madagascar and Guyana. CLUs in Kenya, Madagascar, Zambia and Jamaica were established before the TACKLE project started. In addition to being instrumental in ensuring that national laws are in line with international Conventions and supporting advocacy initiatives, the countries with well-functioning CLUs served as good examples for the other project countries that established CLUs as part of project activities to follow. Plans are underway to establish CLUs in Angola and Papua New Guinea (the CLU in Papua New Guinea is being modelled on the CLU of Fiji).

National Action Plans

ILO/IPEC supports the development of national action plans (NAPs) on child labour. The overall purpose of NAPs is to ensure the enforcement of policies and labour laws related to children, to increase awareness on the rights of children, to plan and carry out child labour related data collection and analysis, and to promote the allocation of national re-

sources needed for ensuring children's protection, development and well-being, including for supporting efforts to eliminate child labour, especially its worst forms.

The TACKLE project assisted Kenya and Sierra Leone in the preparation of their draft NAPs, and provided technical support in finalising the NAPs in Fiji, Mali and Zambia. The NAPs in Jamaica and Madagascar were already in existence when TACKLE started but the project continued to provide support in their operations, especially in relation to the national efforts to have the NAPs revised and updated and included in their policy review related tasks. TACKLE also supported NAP background studies in South Sudan, Sudan and Sierra Leone. In Papua New Guinea, the TACKLE project supported the process of drafting the NAP. Guyana is planning to develop a full-fledged NAP using its own means.

Through the NAPs developed, TACKLE's experience in the project countries fed into the finalisation of the guidance tool for implementing the Roadmap for Achieving the Elimination of the Worst Forms of Child Labour by 2016, and this will be beneficial for other countries in their efforts to implement the Roadmap.

Hazardous child labour lists

Hazardous child labour lists are good planning and monitoring tools that assist employers, labour inspectors and workers as well as governments to raise the awareness on the worst forms of child labour. ILO/IPEC supports its constituents to develop such lists. TACKLE experiences showed that the hazardous list development process has strengthened national tripartite mechanisms as well as provided other countries the opportunity to build on what ILO/IPEC and TACKLE supported countries have done in this regard. TACKLE supported Kenya, Madagascar, Mali, Sierra Leone, Sudan, South Sudan, Fiji, and Jamaica in reviewing their lists, provided technical and financial support to South Sudan, Sudan and Sierra Leone to develop draft lists and assisted Mali and Zambia to revise and finalise its list of hazardous occupations for children. The project supported the determination of the hazardous child labour list which has been regulated in Fiji, being a first not only for the country, but in the region.

TACKLE webpage

A TACKLE devoted web page was developed and is kept up to date with regular inputs from the project countries on new developments, significant events and newsworthy items. A section in the IPEC portal was created for project staff to enable them to share ideas and experiences. A number of initiatives that were unique or good examples

were compiled and shared with project staff and among project partners so that they could be expanded, built upon and brought to other countries. Country offices such as in the Pacific also developed a TACKLE webpage and section in their newsletter for knowledge sharing.

Working with the media and visibility

The project's work in partnership with the stakeholders in the project countries has attracted a lot of media attention both at the local, regional and global levels. Media took active interest in the work of the project and reported frequently on child labour related issues, including the challenges faced by out-of-school children, factors limiting children from accessing quality education and prevalence of children in commercial sexual exploitation to name a few. Media coverage of these issues also afforded greater exposure to the project, thereby acknowledging the generous support of both the European Commission and to the ACP Secretariat.

Knowledge sharing

The TACKLE project was designed to facilitate knowledge sharing among staff and among partners, at national, regional and global levels. Two global staff meetings, one at the end of 2009 and the second in 2012, were held to share experiences and learning, evaluate progress and develop strategies, plans and ideas for future activities. These meetings ensured that field staff were in regular contact with each other and exchanged ideas. Regional meetings were also organised in which project partners also exchanged ideas and shared experiences. In addition, the project shared knowledge and experiences with other non-TACKLE countries through sub-regional workshops on child labour organised in consultation with regional and HQ technical specialists. Many of these approaches and methods offer great potential for implementation in countries where IPEC experience is needed.



This ILO publication was developed with the assistance of the European Union through the IPEC's Tackling Child Labour through Education (TACKLE) Project (Project INT/05/24/EEC of €16,116,199).

The TACKLE Project responds to the "Resolution on the rights of children, particularly child soldiers", adopted on 15 October 2003 by the African Caribbean Pacific (ACP) Group of States and the European Union (EU).

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

ILO
4 route des Morillons
CH-1211 Geneva 22 – Switzerland
Tel: +41 (0) 22 799 81 81
Fax: +41 (0) 22 799 87 71
e-mail: ipec@ilo.org

www.ilo.org/ipec

ISBN 978-92-2-127164-2

