

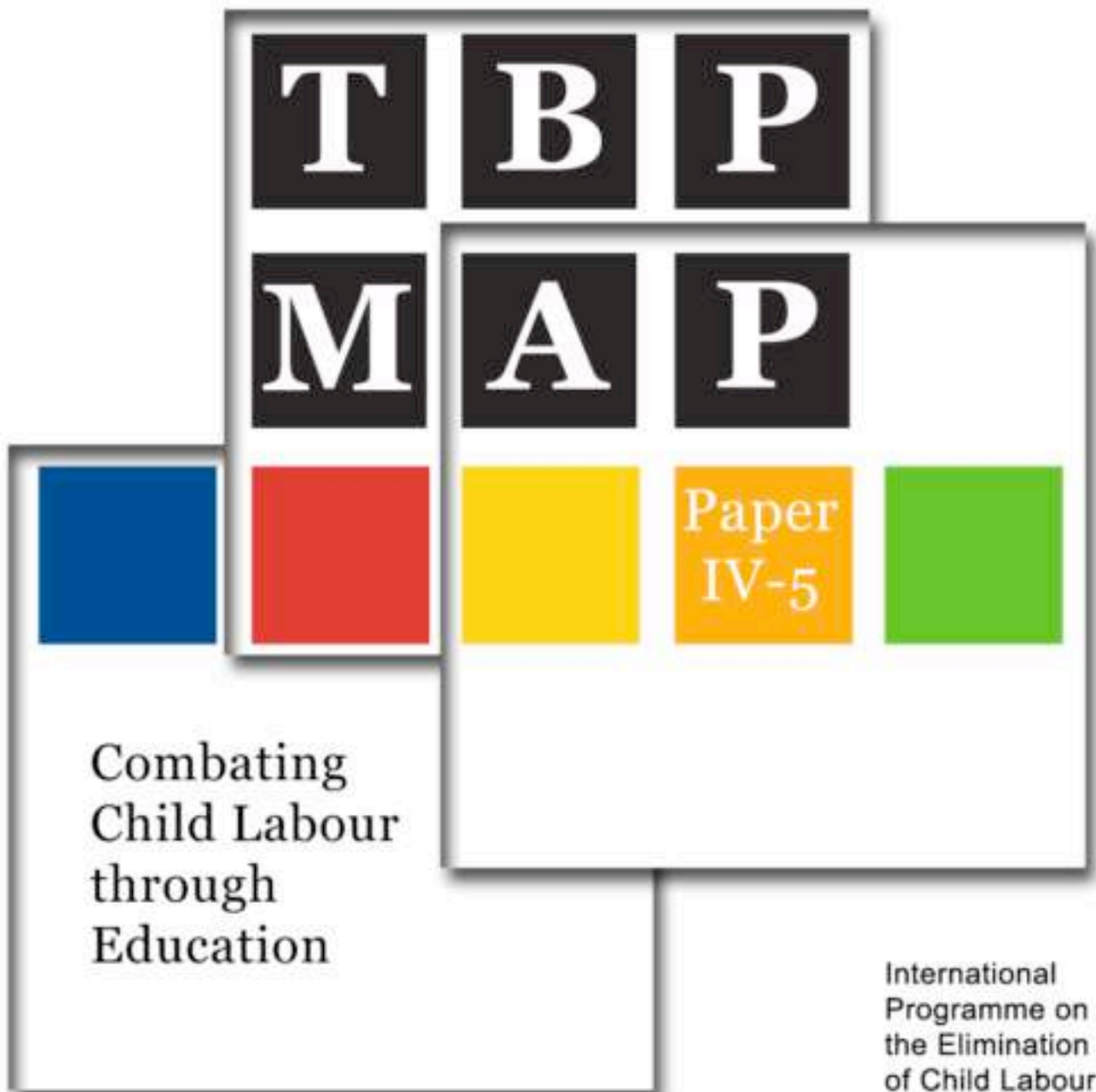
Native-Format
This paper was not specifically prepared as part
of the TBP MAP Kit. It is reproduced here
in its original format.



International
Labour Office

Time-Bound Programme

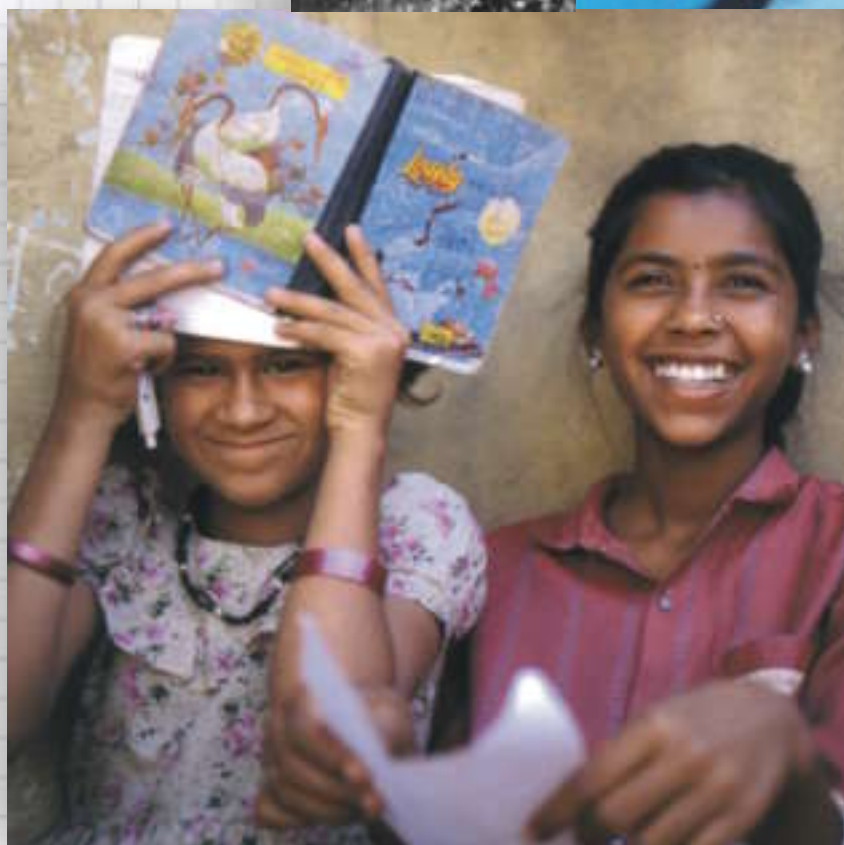
Manual for Action Planning





International
Labour
Organization

Combating Child Labour...



International
Programme on
the Elimination
of Child Labour

...through Education

Child labour: the context



All over the world, children are being forced to undertake work which damages them psychologically and physically and deprives them of their childhood. Child labour is work carried out to the detriment and endangerment of the child, in violation of international law and national legislation. It includes work and activities that are mentally, physically and socially dangerous or morally harmful to children. It is work that either deprives them of schooling or requires them to assume the multiple burden of schooling and work.

Child labour can involve work that enslaves children, separates them from their families and condemns them and their families to a downward spiral of poverty and deprivation. It undermines sustainable development and deprives countries of one of their richest resources: human capital. Child labour persists on a very large scale. In its report, *A future without child labour* (2002), the ILO estimates that there are nearly 246 million child labourers worldwide. Almost 180 million of these are in the worst forms of child labour (see section on ILO Conventions).

In 1992, the ILO launched its International Programme on the Elimination of Child Labour (IPEC) to provide technical cooperation to member States in finding solutions to the problem of child labour. It is the world's largest programme on this issue. In countries all over the world, IPEC inspires, guides and supports national and regional initiatives to eliminate child labour. The basis of its action is the political will and commitment of individual governments to address the problem. IPEC operates a phased and multi-sectoral strategy

which motivates a broad alliance of partners to acknowledge and act against child labour. Sustainability is built in from the start through an emphasis on in-country ownership.

Since it began its operations, IPEC has worked to achieve this in several ways: through country-based programmes which promote policy reform; building institutional capacity and putting in place concrete measures to end child labour; and through awareness-raising and mobilization intended to change social attitudes and promote ratification and effective implementation of ILO child labour conventions. Complementary to this direct action has been substantial in-depth statistical and qualitative research, policy and legal analysis, programme evaluation and child labour monitoring which together have contributed to the accumulation of a vast knowledge base of statistical data and methodologies, thematic studies, good practices, guidelines and training materials.

IPEC works towards the elimination of all forms of child labour, giving special attention to children who are very young, those in hidden work situations, girls, and children who are particularly vulnerable. ILO Convention No. 182 places emphasis on the rapid elimination of the worst forms of child labour. Partner organizations are supported in developing and implementing measures to prevent child labour, remove children from hazardous work, provide for their rehabilitation and social reintegration and offer alternatives for them and their families. Education is instrumental in achieving these goals and has been central to the work of IPEC since its creation. Indeed, history has shown how instrumental education has been to the abolition of child labour, establishing a skilled workforce and promoting development based on principles of social justice.

Child labour and Education For All

The international community's efforts to achieve Education For All (EFA) and the progressive elimination of child labour are inextricably linked. On the one hand, education - and, in particular, free and compulsory education of good quality up to the minimum age for entering into employment, as

defined by ILO Convention No. 138 (see section on ILO Conventions) - is a key element in the prevention of child labour. With no access to quality education, millions of children are forced to work in dangerous and exploitative conditions. On the other hand, child labour is one of the main obstacles to EFA, since children who are working full time cannot go to school. Child labour also affects the academic achievement of the considerable number of children who combine work and school. Quite often this results in these children dropping out of school and entering into full-time employment.

For the goal of universal primary education to be reached by 2015, governments will need not only to accelerate efforts to achieve EFA, but also to step up efforts to eliminate child labour. The education sector has great potential to contribute to the prevention and elimination of child labour, which should be an integral part of education policies worldwide.



Photo: ILO/Maillard J.

The ILO is promoting EFA in the context of its decent work campaign, not only as a means to combat child labour, but also as part of its work to develop vocational and skills training, to promote the status of teachers and to uphold their individual rights and the rights of their organizations. Through both global technical cooperation and policy dialogue, IPEC aims to influence national educational policies so that education systems prevent children from being drawn prematurely into labour and are more responsive to the needs of children released from hazardous work.

ILO Conventions and the universal right to education

Dating back to the 1948 Universal Declaration of Human Rights, the international community has consistently articulated and reiterated the right to free primary education for all. Other notable international instruments which advocate primary education as a basic human right include the International Covenant on Economic, Social and Cultural Rights and the widely ratified United Nations Convention on the Rights of the Child. The latter goes further in establishing education as a universal legal right for all children.

As early as 1921, ILO Convention No. 10¹ on the minimum age for employment in the agricultural sector highlighted the interconnection between child labour and education: "Children under the age of fourteen years may not be employed ... save outside the hours fixed for school attendance." Over time, it has become accepted that a more holistic approach to education is necessary, ensuring the provision of quality education for children from early childhood onwards. This is the premise of ILO Convention No. 138 on the Minimum Age for Employment which also defines and applies policy to ensure "the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons".

While member States have the right to choose the means to attain this objective, it should be emphasized that a child labour policy is meaningful only if it is coordinated with a full range of policies relating to children, including education, child health and family support. In particular, the Convention states that the minimum age for employment must correspond either to the age of completion of compulsory schooling or the age of 15 (14 for developing countries). Furthermore, a policy aimed at the effective abolition of child labour must be coordinated with employment policy, with incomes policy and especially with measures taken for the reduction of poverty and social exclusion, as well as with social security

¹ Visit www.ilo.org/ilolex/english/convdisp1.htm for a full list of ILO Conventions.

measures. Lastly, Convention No. 138 aims to protect children and adolescents under 18 years of age from work which by its nature or the circumstances in which it is carried out is likely to jeopardize their health, safety or morals, i.e. hazardous work.

In 1999, ILO Convention No. 182 was adopted to complement Convention No. 138 and to focus immediate national and international priority on the prohibition and elimination of the worst forms of child labour,² including international cooperation and assistance. Ratifying countries must take immediate and effective measures to prohibit and eliminate the worst forms of child labour and must do so as a matter of urgency.

The preamble of Convention No. 182 calls for action that takes into account the importance of free basic education and recognizes that the long-term solution to ending child labour will involve universal education. Other provisions which illustrate the central issue of education in Convention No. 182 include:

- national programmes of action must take into account the importance of education in eliminating child labour;
- children removed from the worst forms of child labour must have access to free basic education and, where appropriate, receive vocational training;
- international cooperation and assistance must include support for universal education;
- statistical data on child labour should include details on school attendance;
- governments should improve the educational infrastructure and the training of teachers to meet the needs of girls and boys.

Translating rights into practice: IPEC's experience in education

IPEC has demonstrated leadership and experience in using education to combat child labour in both formal and non-formal settings. This action has proved to be critical in the prevention of child labour and the rehabilitation of former child workers. Non-formal or transitional education has been instrumental in the rehabilitation of former child labourers. Vocational education and training have provided the skills needed for gainful employment, which in turn contributes to local and national development. In addition, IPEC has been providing policy advice and technical assistance to governments to ensure that educational policies pay special attention to children at risk of child labour.

Non-formal education

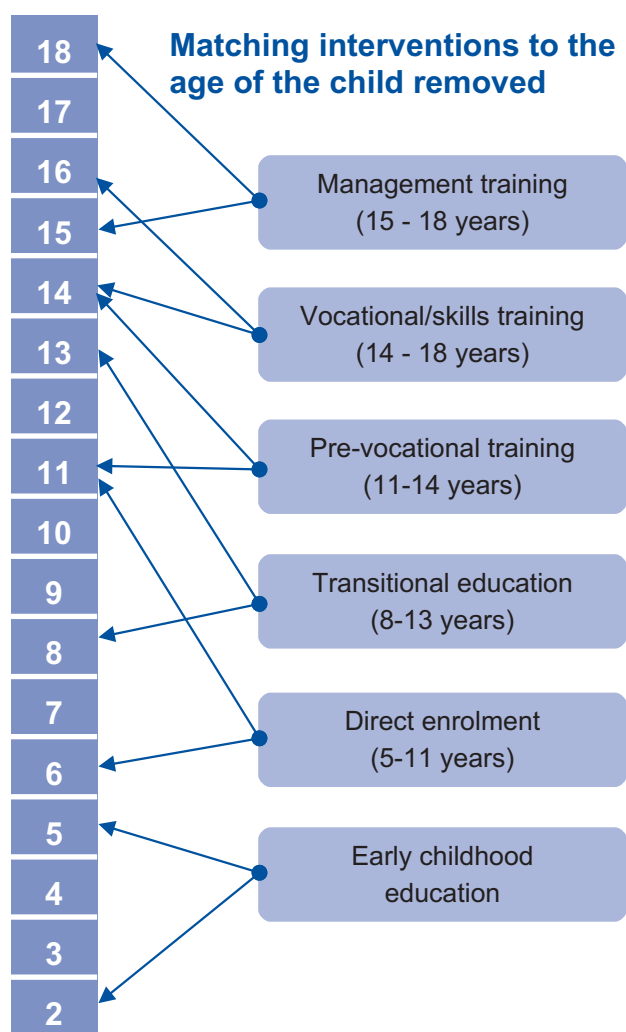
IPEC's non-formal or transitional education programmes have enabled former child workers to "catch up" with their peers who began their schooling at the appropriate age. However, there should always be a strong link between such rehabilitation programmes and the formal

Bridging formal and non-formal education

The MV Foundation (MVF), based in Hyderabad, India, aims to eliminate child labour through the universalization of quality education. The model involves three phases. First, literate young people carry out surveys to identify children out of school and motivate parents to enrol their children in non-formal education. Second, summer camps are organized for the children for three months in schools during the school summer holiday. The final phase involves the transition from the camp to a hostel and full-time formal education.

² The worst forms of child labour are defined as:

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



education system, since basic education will ensure opportunities for further education and employment. For this reason, forging close links between interventions with the aim of rehabilitating existing child labourers and those that aim to prevent children from being drawn into child labour is central to IPEC's education strategy. Educational interventions for children removed from hazardous work are related to the approximate age of the child and depend on the level of his/her literacy and psycho-social development, as well as the age brackets defined by the child labour-related conventions. Experience has shown that transitional education in isolation has not necessarily ensured opportunities for further education or employment for former working children, which is why swift reintegration into formal schools or vocational training is vital.

Vocational and skills training

In order to prepare them for entry into gainful and skilled employment, the vocational and skills training component of IPEC programmes, matched to the needs of the local labour market, has

Skills training in Pakistan

Based in Peshawar, in the North West Frontier Province in Pakistan, this project successfully combines removal from hazardous work through rehabilitation and skills training for adolescents with prevention of child labour through mobilization of teachers and curriculum development in primary schools. In the first phase, a step-by-step strategy was developed in which working children first joined rehabilitation centres and later were either provided with skills training or were mainstreamed into the education system. Following a positive evaluation of the first phase, the project was expanded from 6 to 30 rehabilitation centres (increasing the target group from 720 to 3,000) and the following components added:

- community involvement in managing the rehabilitation centres;
- providing health care facilities for working and formerly working children and conducting studies on occupational safety and health risks;
- training counsellors in vocational guidance and careers advice;
- linking skills training more closely to the local labour market by conducting surveys on skills needed and offering access to apprenticeships after skills training;
- providing alternative income programmes for families, especially mothers;
- mobilizing parents and communities through the formation of Parent Teacher Associations (PTAs);
- mobilizing policy-makers, law enforcement agencies and social partners;
- focusing in particular on gender issues by ensuring that 50 per cent in each of the target groups is female - rehabilitation centres, skills training, non-formal education, adult counsellors and trainers.

The IPEC Teachers' Kit on child labour and children's rights has been integrated into the state school curriculum throughout the Province and translated into Pashto for use in Baluchistan and Afghanistan.

provided practical skills for children who are above the legal minimum age of employment and who have already acquired functional literacy and numeric skills. It is not appropriate to think of practical skills training and basic literacy in "either-or" terms because they are closely related. Functional literacy and numeric skills are prerequisites to any form of education or vocational training for adolescents. Likewise, practical skills training which requires the physical handling of materials and objects can contribute to proficiency in reading, writing and mathematics.

There is an important distinction between formal trades training for older children, which is normally more long term and systematically linked to apprenticeship programmes, and non-formal pre-vocational training of a shorter duration. Most formal vocational training programmes require close adult supervision and a proper workshop with tools and machinery. Places on these programmes are limited, however, because this type of training can be expensive. Often, some type of non-formal (pre-)vocational training is given to former working children in combination with or after functional literacy training. These courses are typically short in duration and provide specific skills, for example, silk-screen printing, handicraft production, poultry raising or vegetable growing. Practical skills training can give children abilities that provide immediate economic alternatives and the necessary incentives to make education more attractive. Such training should be viewed as transitional to facilitate the child's entry into further education and vocational training. Included in the curricula for such training should be components on Occupational Safety and Health and basic workers' rights.

Moreover, older children should not be trained in one trade only at the pre-vocational level. Certain basic skills, which are needed in a range of work areas can constitute the "core" curriculum. After developing a sound knowledge and skills base for a wide variety of trades and occupations, students can then specialize. On account of the marked gender segregation in the labour market in many countries, the options for girls to enter different trades or occupations can be limited. In order to ensure that educational programmes do not inadvertently reinforce existing gender inequalities,

special attention needs to be given to facilitate the access of girls to vocational training.

The development of skills training modules for a more low-cost mobile approach in rural areas is another important development in making skills training more accessible to former working children. To this end, IPEC is working with the ILO InFocus Programme on Skills (IFP/SKILLS) to develop skills training modules for adolescents as well as for parents.

For more information about IFP/SKILLS, visit www.ilo.org/employment/skills



Photo: ILO/Delocche P.

Considering the high incidence of child labour and weak presence of labour markets in the urban informal sector, a viable alternative to formal centre-based vocational training is needed. In English-speaking Africa, strategies are being developed to combat the worst forms of child labour in this sector through informal, cost-effective methods of skills training, with a special emphasis on non-exploitative traditional apprenticeship schemes. Programmes would include the implementation of pilot projects based on national studies and the development of a more comprehensive, integrated skills-training strategy for each participating country based on the research and pilot experiences. In addition to working with IFP/SKILLS, IPEC is collaborating with the Ghana Decent Work Pilot Programme. Building on the ILO's wealth of experience in this area will be critical to the success of these new innovations.

For more information on the Ghana Decent Work Pilot Programme, visit www.ilo.org/public/english/bureau/dwpp/countries/ghana.htm

Formal education

Experience has shown that providing basic literacy and numeric skills through non-formal education does not guarantee that children will be permanently withdrawn from work, which is why mainstreaming these children into formal education systems is vital. Furthermore, investment in basic education normally only reaches the more privileged social groups, whereas efforts should be spread more evenly, focusing more on children at risk. Social exclusion mechanisms are another strong factor that keep children out of school and push them into work.

Among the variety of preventive measures which can be used to combat child labour through basic education are:

- the training of teachers and educational authorities on child labour;

- the integration in curricula of new components covering such aspects as the risks of child labour, children's rights and life skills;
- the integration of skills relevant to the local labour market in curricula, including the provision of career and credit information;
- the removal of cost and physical barriers to schooling;
- institutional arrangements in the formal school system such as transitional classes for older students, bridging courses and active efforts to enrol children who are not in school through monitoring and home visits;
- the provision of psycho-social counselling or other support services including after school activities; and

Mainstreaming child labour in the primary school curriculum in Thailand

There is a high incidence of migration of children from Srisaket Province, Thailand, to urban areas in search of employment. Through joint efforts of the Provincial Labour Welfare and Protection Office and the Provincial Primary Education Office, teachers and school administrators, particularly from schools with high drop-out rates, were mobilized on child labour prevention. In the first phase of the project, teachers were given basic training on the issue of child labour. In the subsequent phase, teachers worked with the methods outlined in the handbook and classrooms materials and taught children about the harmful effects of child labour on health and safety and existing legislation applicable to them as students.

Child labour corners and exhibits were set up either in school libraries or other areas within schools. Children took part in group discussions, expressed themselves through art and creative writing and participated in quizzes on child labour issues. Teachers also met with parents to discuss the impact of child labour and to convince them that in the long term it would be beneficial to delay the employment of their children. Most of the children in the targeted schools completed their basic education up to secondary level. As a result, the Ministry of Education has developed a child labour component for the curriculum which has been incorporated in provinces where there is a high incidence of child labour and school drop-out.

The challenges of education and child labour among indigenous and tribal children

IPEC and INDISCO are jointly working to mobilize indigenous organizations and communities against child labour through indigenous-driven education in the Mindanao region in the Philippines. This initiative seeks to test and strengthen innovative approaches through teacher training, curriculum development, skills training, policy development and other mechanisms for increasing access and quality of education for indigenous children. Strong links are being made between this pilot project and the national TBP to eliminate the worst forms of child labour. This activity is based on the findings of the joint IPEC/INDISCO working paper "Indigenous and tribal children: assessing child labour and education challenges".

Based on a global review of existing evidence and documentation, indigenous and tribal children are identified as a particular risk group in terms of child labour and school drop-out. The paper describes common forms of social exclusion such as discrimination and cultural marginalization. To overcome these, the paper argues for a rights-based approach, which emphasizes the right of indigenous and tribal peoples to determine appropriate development and education solutions. A number of project and policy approaches are evaluated followed by a list of recommendations for action. The provision of quality education based on indigenous priorities is highlighted as a principal strategy.

- awareness raising among communities and especially parents, including community enrolment drives.

In many cases, working children belong to the strata of society most discriminated against in terms of ethnicity and culture. In this regard, IPEC is working with the INDISCO programme in order to understand better how these exclusion mechanisms affect the education of indigenous and tribal peoples and to develop models to counteract them. These models can then be adapted and replicated in various countries.

📖 *For more information about ILO/INDISCO, visit www.ilo.org/public/english/employment/ent/coop/indisco.htm*

Action against child labour through education and training

In coordination with the ILO Bureau for Workers' Activities (ACTRAV) and two major international teacher organizations, Education International (EI) and the World Confederation of Teachers (WCT), IPEC has acquired experience in mobilizing teachers and educators, sensitizing them to the problems and needs of working children, and in replicating good educational practices in a number of countries, among them Egypt, Kenya, Tanzania, Bangladesh, Nepal, Philippines, Brazil and Peru. Initiatives include:

- Enlisting the support of teachers, educators and their organizations in raising awareness at local and national levels of the risks of child labour and the importance of education. These campaigns emphasize the need for increased resources to provide universal, free and compulsory basic education with special attention paid to those at high risk of child labour. . In addition, these campaigns underline the importance of the good status and working conditions of teachers in achieving universal access to quality education. Teachers and educators who are primarily responsible for providing education to children from poor families in rural or urban areas are faced with innumerable problems, such as the lack of the most basic facilities, materials and support systems. Often, their working conditions are poor and they assume demanding workloads

without adequate compensation and recognition for their efforts. In this context, the ILO's Sectoral Activities Programme on Education is working to support the application of the ILO/UNESCO Recommendation concerning the Status of Teachers, which is monitored by the joint ILO/UNESCO Committee of Experts (CEART).

📖 *For more information on CEART, visit www.ilo.org/public/english/dialogue/sector/techmeet/ceart/main.htm*

- Replicating good practices in formal schooling and non-formal or transitional education that prevent child labour and attract/retain (former) working children, for example:
 - ✓ incorporating awareness-raising activities on child labour into basic education;
 - ✓ strengthening the quality of formal education systems to reach out to working children and children at risk;
 - ✓ improving the quality and structure of non-formal education for (former) working children, establishing links between non-formal and formal education, and mainstreaming flexible and child-friendly approaches into formal education or training;

IPEC Teacher's Kit

Teachers, educators and their organizations constitute a frontline group in the international effort to eliminate child labour. In this respect, IPEC cooperated closely with Education International, UNESCO and UNICEF to develop a tool for action for use by this group of workers in the education field. This information kit is designed to raise awareness of the nature and effects of child labour. It also aspires to instil a sense of commitment and motivation to inform others of the problem, including students, colleagues, members of teachers' organizations, other actors in the community and society in general. It is hoped that, armed with the requisite knowledge and inspired by the examples of others presented in the kit, users will be moved to take action in the classroom and in their organizations to support global efforts to give child labourers everywhere back their childhood and access to a decent education.

There are three main booklets in the kit: Books 1 and 2 and a User's Guide. The purpose of Book 1 is to provide teachers with basic information about child labour, children's rights

- ✓ developing curricula which include a child rights component.
- Establishing Education Task Forces in order to:
 - ✓ strengthen national policy on education;
 - ✓ advocate for increased resources for basic education;
 - ✓ help harmonize legislation on child labour and education;
 - ✓ build alliances and political commitment to implement national policies which ensure universal quality education with special attention to children at risk.

- education authorities, from the Ministry of Education to school principals;
- teacher training colleges and other higher education institutions;
- teachers' organizations;
- relevant government ministries, such as Labour and Social Welfare;
- workers' and employers' organizations;
- NGOs active in the field of education and child labour;
- UNESCO and UNICEF at the national level;

Education Task Forces

Building on the success of the strategy to mobilize society to take action to stop child labour and to promote universal access to education, and under the auspices of the Asia-Pacific Economic Cooperation (APEC) project on child labour and education, Education Task Forces are being formed, in addition to the Philippines and Peru, in Indonesia, Mexico, Thailand and Vietnam. Key actors in these Task Forces include:

and the important role of education in the prevention and elimination of child labour. It also aims to stimulate discussion among teachers, as well as between teachers, children, parents and communities. It is hoped that these exchanges will lead to a better understanding of the child labour problem and help those involved to organize strategies for action in order to prevent and eliminate it. Book 2 aims to discuss the role of teachers and other actors in the fight against child labour. It provides examples of action taken by teachers, educators and their organizations in different countries in tackling the child labour problem. The kit also includes a copy of the IPEC publication "Combating child labour through education".

The kit is available in Arabic, Bahasa Indonesia, Bengali, English, French, Nepali, Pashto, Portuguese, Spanish, Swahili and Urdu. It has also been incorporated at national level and used to train teachers in several countries around the world.

Education Task Force in Peru

For the first time in Peru, representatives from principal stakeholders, including government, teachers' organizations, NGOs, street education programmes and UN agencies have come together to see how best education can be promoted and used as a means of combating child labour. The Education Task Force's initial successes include:

- the development and adoption of a curriculum sensitive to the needs of child labourers;
- the training of teachers in using the IPEC Teacher's Kit;
- the incorporation of techniques that attract and retain children at risk of child labour in school;
- the mainstreaming of children into formal education and the provision of skills training;
- large-scale campaigns in support of the right of indigenous groups to education;
- the mobilization of key political actors to ratify Convention Nos. 138 and 182 and harmonize national legislation.

In spite of a limited resource base, a successful nationwide campaign was launched in 2002 about the dangers of child labour and the importance of education. Workshops were organized for journalists and media workers, as well as public relations advisors to politicians. The campaign also included the launch of a CD featuring 30 popular Peruvian singers. Following the success of this campaign, the Task Force is focusing its efforts on working with the radio networks to broadcast the CD more widely and to develop radio programmes, using the CD, to reach non-literate communities where child labour is prevalent.

Mobilizing teachers in Kenya

In the context of an IPEC project, the Kenyan National Union of Teachers (KNUT) identified priority areas of child labour considered particularly harmful, including the cultivation of miraa (khat), fishing and sisal growing and tourism. The project placed emphasis on the removal of child labourers from work and their rehabilitation and reintegration into schools and skills training programmes, as well as raising awareness of the problem. As a direct result of the KNUT's campaigning efforts, an owner of a major sisal plantation banned child labour and increased assistance to the children of the plantation workers to enable them to purchase textbooks and school uniforms.

In December 1999, a National Task Force on Child Labour and Education was formed. Its membership included the KNUT as well as other principal stakeholders such as the Ministries of Labour and Education, NGOs, faith-based groups, schools and universities. The first significant accomplishment of the Task Force was to produce a child labour resource kit for teachers in Kiswahili. This kit has been mainstreamed into the teacher training programme and the primary curriculum with the support of the Kenya Institute of Education.

Child labour committees were also created across the country composed of teachers, educational and administrative authorities and community leaders. These committees have undertaken a variety of tasks including: awareness raising; local resource mobilization; data collection; assisting in the removal and rehabilitation of children from hazardous work and their reintegration into schools; and campaigning for free, compulsory, equal and quality education for all children as a preventive measure against child labour.

- the World Bank and regional development banks;
- bilateral donors supporting programmes in the field of basic education and child labour;
- local networks of the UN Girls' Education Initiative (UNGEI) and EFA;
- local networks of the Global Campaign for Education (GCE) and the Global March Against Child Labour.

Drawing on and coordinating the varied expertise that these organizations and others in the field can offer is crucial in helping IPEC to achieve its targets.

Education of the girl child

Sixty per cent of the children around the world who do not go to school are girls. It is therefore evident that more effort needs to be concentrated on addressing the special concerns and issues of girls in terms of education and child labour. Their work, for example, household chores, domestic servitude, agricultural work and home-based work, is largely hidden and unvalued. Often, when faced with limited resources and many financial demands, parents prefer to invest in the education of their sons and not lose their daughters' vital contribution to the household economy. Efforts to increase girls' education must go hand in hand with efforts to progressively eliminate child labour.

Other factors that constrain girls' educational opportunities range from the distance to schools, which places their security at risk, to the provision of relevant curricula sensitive to their needs and aspirations. In certain cultures, a girl's chances of going to school might depend on the availability of separate school facilities for girls or the presence of a female teacher.



Photo: ILO/Cabrera G.

Through IPEC's Education Project, innovative partnerships have been forged between the Tanzania Teachers' Union (TTU) and the Forum for African Women Educationalists (FAWE) to lower the drop-out rates of girls at risk of child labour. IPEC is also an active member of the UNGEI led by UNICEF, which is working to accelerate progress towards maintaining gender parity in primary and secondary education by 2005 and gender equality and EFA by 2015.

Education in national Time-Bound Programmes (TBP)

IPEC began its work on child labour and education by focusing on transitional education and small-scale interventions in the education system to develop models for large-scale programmes. Now, more emphasis is being placed on determining and applying appropriate action which can accelerate the timetable for universal primary education with special attention to children at risk. More attention is also being placed on ensuring that the education system better prepares young people for further training and employment. IPEC's main focus will be on the overall development of the education system and the employment of transitional and vocational education schemes where pertinent in the design of national TBPs to eliminate the worst forms of child labour.

Time-Bound Programmes: Clear goals, specific targets, defined time-frame

A Time-Bound Programme (TBP) is essentially a set of tightly integrated and coordinated policies and programmes to prevent and eliminate a country's worst forms of child labour within a period of time. It is a comprehensive approach that operates at many levels, including international, national, provincial, community, individual and family. These programmes emphasize the need to address the root causes of child labour, linking action against it to national development efforts, with particular emphasis on economic and social policies to combat poverty and to promote universal basic education and social mobilization. An important feature of a TBP is "country ownership", meaning that the programme is activated and led by the country itself. Official commitment sets the programme in motion, creates the structure through which it will be implemented and provides resources. IPEC, with the support of the international community, backs this commitment with additional financial resources and technical assistance.

History teaches the value of free and compulsory education

It is well documented that several key factors were instrumental in the elimination of child labour in industrialized countries during the second half of the 19th century, including:

- the introduction of compulsory education;
- the passing of legislation governing the minimum age of admission into employment;
- the general rise in living standards; and
- a deep and widespread change in social attitudes.

Legislation aimed at eliminating child labour became enforceable only when all children were also required to attend school. In this way, compulsory schooling and minimum age legislation both reinforced and complemented one another. This is the principal objective of ILO Convention No. 138 on the Minimum Age for Employment.

Japan: Complementarity of legislation and compulsory education

The percentage of school attendance up to the minimum level has been maintained at nearly 100 per cent for more than 40 years in Japan. This significant achievement is due mainly to the following four principles which underpin compulsory education in Japan:

1. Compulsory school attendance: Parents are required to send their children to school for nine years according to Article 26 of the Japanese Constitution and Article 4 of the Fundamental Law of Education.
2. Compulsory school establishment: According to Article 29 of the School Education Law, the authorities of cities, towns and villages are obliged to establish schools to guarantee the compulsory education of children within their area.
3. Compulsory assistance: Article 25 of the School Education Law states that appropriate bodies will be established to provide economic assistance where necessary to enable otherwise disadvantaged students to go to school.
4. Compulsory prohibition of obstructions to learning: Employers should not employ children of compulsory education age so as not to prevent them from attending school as provided in Article 16 of the School Education Law.

Benefits to education	Barriers to education
<p>Private returns:</p> <ul style="list-style-type: none"> ☺ Increased chances of finding wage employment and/or higher wage rates ☺ Route to economic and social mobility to escape the poverty trap <p>Social returns:</p> <ul style="list-style-type: none"> ☺ Lower birth rates ☺ More effective political participation ☺ Knowledge spillovers, i.e. improvement of personal/family health, welfare and understanding of human rights ☺ Intrinsic value of education as a fundamental right and a more educated society ☺ More skilled and better qualified workforce to lead towards more competitive economy 	<p>Accessibility:</p> <ul style="list-style-type: none"> ☹ Physical and social (e.g. girls' restricted freedom of movement), distance to school ☹ Discrimination (e.g. based on gender, race, ethnicity, religion, caste, class) ☹ Burden of household chores on girls in the family home ☹ Burden faced by children combining work and school <p>Affordability:</p> <ul style="list-style-type: none"> ☹ Direct costs (e.g. school fees, other compulsory fees) ☹ Indirect costs (e.g. uniforms, textbooks, transportation) ☹ Opportunity cost (i.e. income/wage lost to family from child leaving work to go to school) <p>Quality:</p> <ul style="list-style-type: none"> ☹ Lack of infrastructure, facilities, materials and support systems for children ☹ Inadequate conditions of work for teachers (heavy workloads, low pay, etc.) ☹ Low status of teachers ☹ Lack of adequate training, aids and materials for teachers ☹ Lack of sensitivity of education authorities and teachers to the needs of children at risk <p>Relevance:</p> <ul style="list-style-type: none"> ☹ Curriculum detached from local needs, values and the aspirations of children at risk ☹ Curriculum inadequate to prepare students for gainful skilled employment

With a view to gaining a better understanding of how basic education and skills development can be used as a remedial and preventive measure against child labour, IPEC has undertaken extensive practical and historical research in this area with the dual aim of further developing its technical expertise on education and producing original research and publications on this subject.

Targeting working children and their families

The gradual expansion of the education system until it reaches the TBP target group can take time. In such cases, the excluded groups should be targeted directly for the delivery of education and other services. This can be achieved, for example, by specifically targeting geographical areas that are prone to the worst forms of child labour or are known to be recruitment areas for trafficking.

To offset indirect and opportunity costs, other services, such as school meals and health care, can be delivered by the education system itself. IPEC has already acquired experience in providing such services and these have proved to be powerful incentives for parents to send their children to school. In situations of household poverty, the income substitution which can enable children to go to school can be achieved by simultaneous targeting mechanisms between the education expansion programme and social protection programmes. Education is thus provided for the children alongside social protection measures for the families in the form of income generation activities and public health education.

However, social, cultural and administrative factors are as significant as poverty in explaining barriers



Photo: ILO/Gianotti E.

Brazil: Combating child labour through education and income support

The Brazilian Programme for the Elimination of Child Labour (PETI) aims to offset the direct, indirect and opportunity costs of schooling. The programme provides poor families with a monthly allowance per child enrolled in and attending school. Wherever possible, the allowance is paid to mothers or other female adults responsible for the children. After-school activities are also organized to keep children out of work in the hours they are not at school. Parents and older relatives of the beneficiaries are also targeted for activities in the areas of skills development, alternative income generation and micro-credit, carried out in partnership with other government programmes and agencies. As of September 2002, 186,000 families enrolled in these programmes and 810,000 children benefited. All 27 Brazilian states took part and almost half the 5,561 municipalities were involved in the programme. Community-based committees monitor its implementation in order to generate local ownership and ensure sustainability.

"Food for Education" in Nepal

In order to increase the enrolment in school and retention of children at risk of working, the children in the World Food Programme's (WFP) "Food for Education" programme in Nepal are provided with meals, and their mothers receive a food contribution, such as cooking oil. The WFP and IPEC are jointly producing social mobilization materials to increase community involvement in the Food for Education initiative and community awareness on child labour. In this way, the community involvement continues beyond the lifetime of the school feeding programme.

to education. In coordination with key stakeholders, IPEC is therefore working to create a simultaneous process of achieving progressive improvements in and rapid expansion of education systems, including:

- structural changes, for example, removal of direct and indirect costs of education and provision of midday meals;
- social mobilization and community participation;

Education initiative leads to increased enrolment in El Salvador

The education component of the TBP in El Salvador aims to ensure the sustainable relocation of children from hazardous work into school. The initiative covers 18 municipalities and just over 26,000 children, comprising more than 9,000 working and nearly 17,000 at-risk children. Within this framework, the objective is to bring together a wide range of national and local actors into the process through the TBP National Steering Committee, engaging the active personal involvement of the Minister of Education, creating a special unit on child labour within that Ministry and establishing joint committees of NGOs, teachers' organizations, financial institutions and community-based organizations. Activities include:

- training teachers on the risks of child labour and the importance of education;
- developing educational modules on child labour to be integrated into school curricula;
- conducting educational research into curriculum and data-collection needs;
- evaluating existing programmes and policies.

A national awareness campaign is also under way. Books and educational materials have been supplied to 50 schools in 13 municipalities not serviced by the Ministry of Education. This campaign has reached over 8,000 children in target areas where child labour in the fishing and sugar cane sectors is pervasive. During vacation periods, teachers run school enrolment drives among parents in these areas. Parents are reassured that the costs of their children's education will be reduced by the provision by IPEC of books and materials. As a result of this operation, schools in the target areas have experienced an increase in enrolment of 10 to 15 per cent. IPEC is also working with the Ministry of Education and civil society organizations to ensure that the EFA National Plan includes time-bound targets for the elimination of the worst forms of child labour, taking into account the special situation of girls.

- overcoming barriers to girls' education; and
- the implementation of non-formal and vocational education programmes where appropriate.

Ensuring education policies, programmes and funding reach working children

In recent years, real progress has been made in linking the EFA campaign and the campaign to eliminate child labour. Nevertheless, these critical areas of activity continue to be largely disconnected at national level. There is often total separation between government ministries implementing education programmes and those dealing with social protection, including child labour issues. These bodies operate separate budgets, decision-making structures and delivery mechanisms. This situation is found not only in countries where programmes are implemented but in donor countries as well. It is also the reason why the ILO's 2004-2005 Programme and Budget emphasizes the need to mainstream child labour into national programmes dealing with poverty reduction, as well as into education programmes and development frameworks such as EFA.

In cooperation with the education sector, IPEC has been striving to make schools more accessible to those working children normally excluded from the education system and make curricula, teaching practices and overall learning environments more responsive to their needs. IPEC has initiated a global programme to identify, document, disseminate and replicate good practices which use education to combat child labour and which will also promote the sharing of lessons learned between countries and regions.

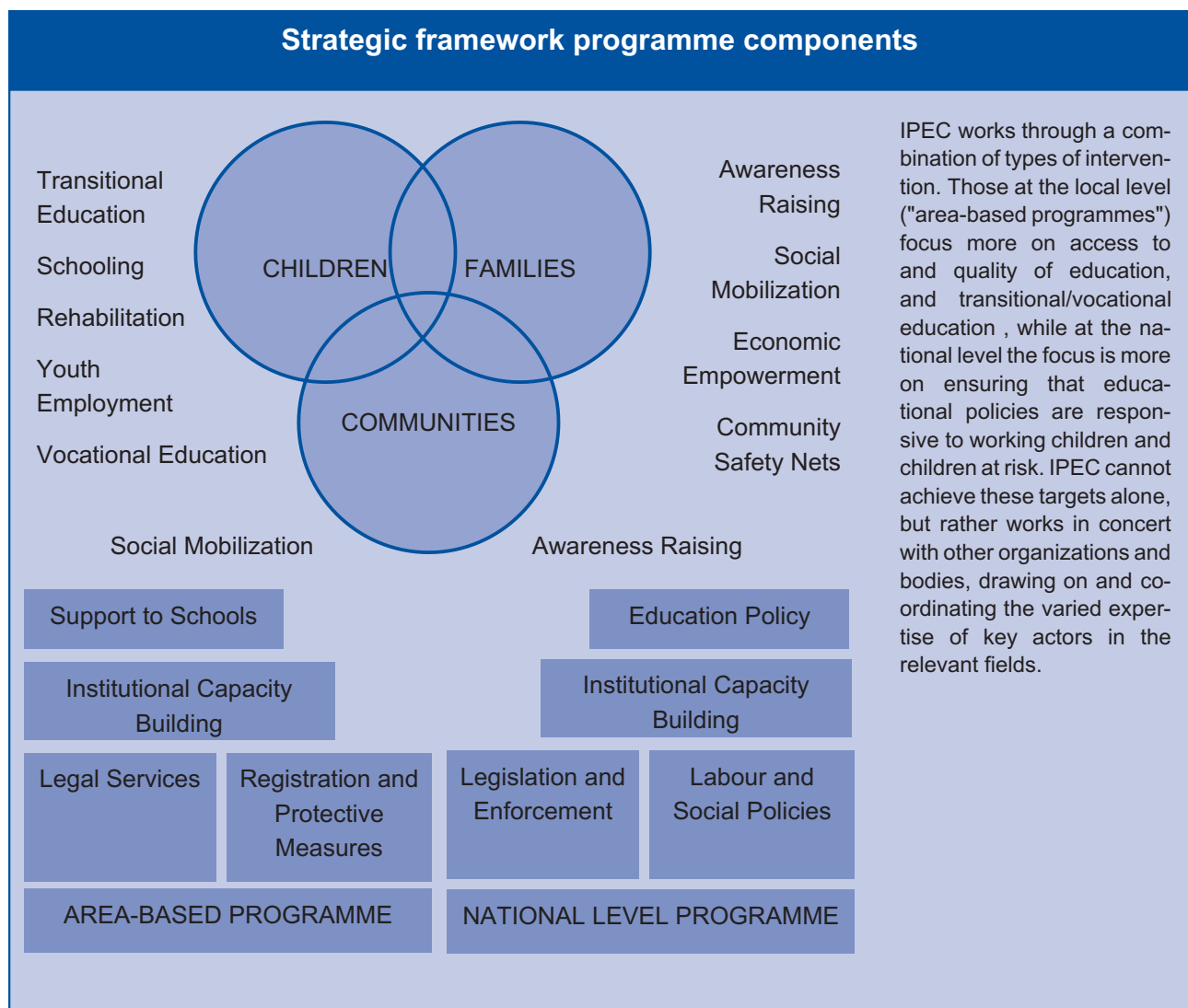


Photo: ILO/Delocche P.

To improve children's access to education, IPEC and its partners have been promoting awareness among communities as well as assisting in the identification of child labour prevalent areas which is important for the targeting of education assistance and other services such as transport, schools meals and income generating activities for families. IPEC has been working with the education sector to improve the quality of education by incorporating information about child labour and life skills in the curricula and teacher training programmes, advocating for the improved working conditions and status of teachers, providing the necessary psycho-social support measures and better preparing these children for further training and employment. Through broad,

multi-stakeholders alliances such as the Education Task Forces, IPEC aims to integrate the concerns of working children into national education plans.

Through policy dialogue with the principal stakeholders in the education sector, IPEC has been working towards both the increased and improved targeting of education funding to meet the education needs of working children and the improved coordination between education and social protection programmes to combat child labour. Indeed, the ILO has formally endorsed the amount of six per cent of Gross National Product as a benchmark minimum allocation towards education.



In addition, IPEC has focused on policy dialogue at the international level, in particular through participation in the G8 Task Force on Education and the Working Group on Education For All. These efforts have resulted in both the G8 and UNESCO recognizing child labour as a key obstacle to achieving EFA. Together with the Global March Against Child Labour and the Global Campaign for Education, IPEC is pursuing an ongoing discussion with UNESCO, the World Bank and bilateral donors on the importance of increased funding and improved targeting of basic education resources for children at risk and released from hazardous work. The impact of these achievements at the international level is materializing in important benefits at the national level. For example, IPEC is directly involved in discussing budget priorities for World Bank funding for EFA in several countries.

International recognition of the link between child labour and Education For All

Policy dialogue is a vital aspect of ILO-IPEC's work at the international level to establish the significant link between child labour and education and the need to reinforce the reciprocal roles of the global campaign to eliminate child labour and the EFA movement. These efforts have been recognized at the highest international political levels in recent years, for example, the G8 Summit in Canada in June 2002 declared: "Stronger efforts must be made to eliminate the worst forms of child labour and to mainstream working children into formal schools. We applaud the efforts of the ILO in this regard."

The critical link between child labour and education has not only been highlighted by IPEC, but also by other organizations working towards EFA, prompting UNESCO to state that: "Governments are shying away from tackling child labour because it's a very complex political and socio-economic issue. But the bottom line is that all children have a right to education. So if we want to achieve Education For All, the issue of child labour must be taken more squarely into account."



Photo: ITC ILO/Palazzo G.

From exploitation to education: the global campaign

By forging alliances with key social actors in education, IPEC aims to contribute to a new vision in education policy worldwide, whereby the prevention of child labour is seen as one of the objectives of the education system itself and the barriers between education programmes and social protection programmes are broken down. IPEC works with other civil society organizations, including the Global Campaign for Education and the Global March Against Child Labour, at the national, regional and international levels in giving momentum to and gaining broad support for EFA and the progressive elimination of child labour.

Visit www.globalmarch.org and www.campaignforeducation.org for more information on the Global March and GCE.



Photo: ILO

SCREAM Stop child labour



Photo: ILO/Kelly J.

Equipped with these skills, they can share their new-found knowledge with the wider community.

The SCREAM Education Pack, which forms the basis of this initiative, comprises 14 education modules, a User's Guide and a photo-CD. For more information on the SCREAM programme, visit

www.ilo.org/scream

Child labour is an issue that concerns all actors in society, including children and young people. For many, child labour is an invisible phenomenon - invisible because children work in hidden occupations or invisible because society is only too willing to turn a blind eye. Making child labourers visible will help strip society of its indifference to their plight. To this end, IPEC has launched an innovative education and social mobilization initiative entitled "SCREAM Stop Child Labour".

SCREAM stands for Supporting Children's Rights through Education, the Arts and the Media. Through deep-learning pedagogical methodologies, such as drama, creative writing and art, SCREAM introduces young people to the complexities surrounding the issue of child labour and helps them to develop appropriate responses and to channel their creative energy in a positive and constructive way.



Eliminating the worst forms of child labour through increased educational opportunities

Launched in late 2001 in Indonesia, Mexico, Peru, Philippines, Thailand and Vietnam, this project has made considerable progress towards increased public awareness and capacity for action in the selected Asia-Pacific Economic Cooperation (APEC) economies on the importance of moving children out of hazardous work and into education. In addition to the emphasis on ensuring high stakeholder involvement which is critical for sustainability beyond the life of the project, a wide range of activities has been organized which reach and engage affected children and their families as well as national/local authorities, employers, social partners and educators. These activities have featured in a wide range of awareness raising materials produced at local level with technical support from IPEC and financed from a limited resource base. The list of materials includes:

- teacher training materials in Bahasa Indonesian;
- an information CD on child labour and the ILO Conventions;
- posters and leaflets in Spanish;
- media kits;
- a musical CD featuring 30 popular Peruvian singers;
- a video entitled "Invisible children: A closer look at child labour";
- campaign t-shirts;

- posters in Tagalog;
- a web site and outreach materials in Thai.

Further outreach materials and a television forum in Vietnamese are planned for future production.



Photo: ILO/Lissac P.

For more information, please contact:

- | | |
|---|--|
| <p>☰ Ms Urmila Sarkar, Coordinator, Education Unit, ILO/IPEC Geneva, tel: +41 22 799 7508, e-mail: sarkar@ilo.org</p> | <p>☰ Ms Monica Rodriguez, Education Coordinator, Lima, Peru, tel: +51 1 215 0383, e-mail: rodriguez@oit.org.pe</p> |
| <p>☰ Mr. Nick Grisewood, Education Unit, tel: +41 22 799 7228, e-mail: grisewood@ilo.org</p> | <p>☰ Mr Pascal Wambiya, Education Coordinator, Nairobi, Kenya, tel: +254 2 717 969, e-mail: pwambiya@ilopec.or.ke</p> |
| <p>☰ Ms Sule Ayse Caglar, Education Unit, tel: +41 22 799 8746, e-mail: caglar@ilo.org</p> | <p>☰ Mr Khalid Hasan, Education Project Coordinator, Peshawar, Pakistan, tel: +92 91 279 045, e-mail: ipecc@pes.comsats.net.pk</p> |
| <p>☰ Mr Geir Myrstad, Education Unit, tel: +41 22 799 8094, e-mail: myrstad@ilo.org</p> | |