



International
Labour
Office

Combating child labour through education

A resource kit for policy-makers and
practitioners



International
Programme on
the Elimination
of Child Labour
(IPEC)

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Foreword

Education is a human right and a key factor in reducing poverty and child labour. However, 75 million primary aged children, and a much larger number of secondary aged children, are not enrolled in school. Many of these children count among the world's estimated 218 million child labourers.

In recent years, recognition that the elimination of child labour and Education for All (EFA) are interconnected global goals has gained momentum. On the one hand, education is a major means of keeping children out of the labour market. On the other hand, many out-of-school children are engaged in child labour and their work acts as a barrier to accessing education. This is particularly the case for girls, who constitute the largest out-of-school group.

The connection between child labour and lack of access to education has long been recognized by the ILO. The key ILO Conventions on child labour call for access to free basic education for those removed from worst forms of child labour, and state that the minimum age for employment shall not be less than the age for completion of compulsory schooling. Because education is critical to tackling child labour, it has been a key part of the strategy since the launch of the ILO's International Programme on the Elimination of Child Labour (IPEC) in 1992. Since then, IPEC has developed significant experience in using education to combat child labour in both formal and non-formal settings. Education strategies have proved critical in the prevention of child labour, as well as in the rehabilitation of former child labourers.

This education resource kit distils recent experience on the link between child labour and education and provides tools and guidance to be used by a wide audience from policy makers to practitioners. The materials are grouped in four areas reflecting the broad range of IPEC work in this area.

The first section addresses policy, advocacy and awareness raising. IPEC's strategy to mainstream child labour into Education for All efforts has placed priority on enhancing the policy environment. This has been supported by advocacy and awareness raising efforts. The ILO views the work of the inter-agency Global Task Force on Child Labour and Education for All as an important

vehicle for promoting greater policy coherence in child labour and education.

Much of the wide ranging experience on child labour and education amassed by IPEC and its partners has been captured in reviews and evaluations of practical projects and programmes. The second section of the kit brings together a selection of this knowledge, with the inclusion of significant evaluation reports, publications of good practices, and simple technical design guidelines for IPEC staff and partners working to combat child labour through education interventions.

At another level, IPEC has produced a range of practical resources aimed at supporting educational practitioners, principally teachers, but also staff of partners who implement IPEC supported programmes. These guidelines, manuals and classroom materials support professional engagement with the child labour issue and wider advocacy efforts through education, the arts and media. The third section of the kit presents some key materials in this area.

IPEC is increasingly focusing its attention on improving the research and knowledge base on child labour and education. IPEC can play a role as a centre of excellence on child labour knowledge, which can in turn be used to support the global effort to tackle child labour. The final section of the kit considers recent policy-related research and working papers which aim at highlighting knowledge gaps and facilitating debate on child labour and education issues.

This resource kit provides a distinct contribution from the ILO to the task of better connecting the fight against child labour with education. We hope you will find this resource useful and wish you every success in joining with the ILO in the worldwide movement to eliminate child labour and to achieve Education for All.



Michele Jankanish

Director

ILO International Programme on
the Elimination of Child Labour

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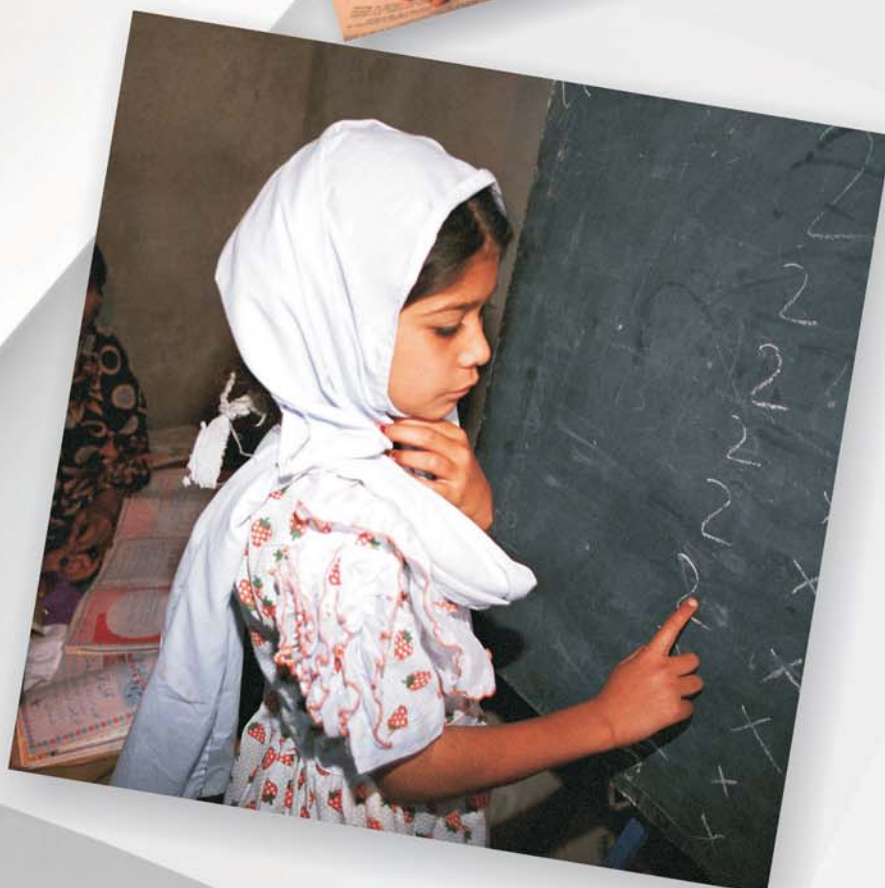
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About the kit

The 25 materials within this resource kit constitute a diverse and comprehensive collection of resources developed by ILO-IPEC and its partners on the theme of child labour and education during the period 2002-2008. Some of these items have been revised and updated for the purposes of inclusion in the kit. The materials are grouped into four sections:

1. Policy, advocacy and awareness raising
2. Technical guidelines, good practices and evaluations
3. Resources for practitioners
4. Research and working papers

All materials referenced in the following pages are available on the enclosed CD.



The resources

I. Policy, advocacy and awareness raising

The first section of the kit stresses the importance of making the right policy choices if child labour elimination and Education for All (EFA) are to be achieved. The first resource, *Combating child labour through education* provides an overview of the key issues, IPEC's experience in this area and the main policy issues. This policy and advocacy piece is followed by a technical resource for training aimed at sensitizing education policy makers to the linkages between child labour and education policy.

A key policy area is girls' education. *Getting girls out of work and into school*, a policy brief from UNESCO, Bangkok, examines the causes and consequences of child labour on girls' educational opportunities in the Asia-Pacific region, describes some of the strategies to mitigate this and provides insights into good practice. Finally, the section concludes with a leaflet setting out the origins and aims of an important new partnership – the Global Task Force on Child Labour and Education for All (GTF).

1.1 Combating child labour through education IPEC (ILO, 2008)

This resource provides an overview of IPEC's approach and strategy. It makes the case for mainstreaming child labour concerns into global efforts to achieve EFA and seeing child labour and achievement of EFA as interconnected challenges. It explores the twin global goals of elimination of child labour and achieving universal primary education by 2015 and the role of the Global Task Force (GTF) in mobilizing the political will and momentum to achieve these. IPEC's experience in education and training is highlighted. This overview concludes with an analysis of how national education sector plans can be examined using a "child labour lens" in seven key areas: financing of education; recognition of child labour; harmonization of minimum age and compulsory education regulations; quality teaching force; girls' education; transitional education; and managing the transition from school to work.

1.2 Child labour and education policy: A training manual IPEC (ILO, 2008)

Creating an enabling environment for policy development to better connect child labour elimination and EFA efforts has generated a pressing need to build capacities of relevant line ministries, civil society, and of the main education actors, especially Ministries of Education. This training manual aims to facilitate this process by supporting training for policy-makers on combating child labour through education. Moreover, the manual has been developed so that it can be used as an inter-agency resource with a variety of agencies, deploying their complementary perspectives and expertise.

The manual is activity-based and aims to sensitize education policy-makers to the importance of child labour issues. It consists of six modules made up of units. Each unit sets out for the facilitator objectives, key messages, list of resource materials, introductory materials, and activities.

The manual is intended to provide flexibility to the facilitator to adapt material and approaches to different national contexts, to their own skills and knowledge, and to the composition and learning needs of trainees. Course participants are viewed as a major, if not the most important resource. The six modules of the training manual are:

Module 1: Introducing child labour

Module 2: International and national responses to child labour

Module 3: Policy options

Module 4: Areas for special attention e.g. gender, HIV/AIDS and minority groups

Module 5: Good practices

Module 6: Child labour monitoring

The manual is accompanied by a series of additional resources including texts of relevant ILO instruments.

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By participating in training programmes which use the manual it is anticipated that participants will develop their knowledge and understanding of the child labour and education connection, the international policy framework, as well as policy options in translating this framework into national action, particularly through education sector plans.

1.3 Getting girls out of work and into school *UNESCO (2006)*

Most of the 75 million primary aged children out of school are girls. For every 100 boys in school, there are only 94 girls. This policy brief from UNESCO Bangkok summarizes the causes and consequence of girls' child labour on their educational opportunities and describes some of the instruments and strategies in place to reduce girls' labour. It also provides insights into current good practice, assisting policy makers and practitioners to better understand and

address the issues for getting girls out of work and into school.

1.4 Reaching the unreachable - our common challenge: The Global Task Force on Child Labour and Education for All *IPEC (ILO, 2007)*

This leaflet explains the origins and aims of the Global Task Force on Child Labour and Education for All (GTF) that was formed in November 2005 to contribute to the achievement of the EFA goals through the elimination of child labour. The core members of the GTF are: ILO, UNESCO, UNICEF, UNDP, the World Bank, Education International (EI) and the Global March against Child Labour. A number of donor countries and developing countries with a particular interest in efforts to tackle child labour and promote universal education also participate in the work of the Task Force.



2. Technical guidelines, good practices and evaluations

This section of the resource kit provides guidance on the design of projects and action programmes and seven compendia of good practices in child labour and education. The section also includes the outcome of two thematic evaluations into formal and non-formal education and skills training which IPEC conducted in 2003. Both provide an overview of IPEC's work on the ground in support of education and skills training.

2.1 Education and skills training: Technical design guidelines *IPEC (ILO, 2008)*

These guidelines have been prepared to assist IPEC staff and partners when considering strategies on education and in the design of new projects and action programmes. The guidelines cover the broad areas of:

- The international policy context and how it relates to education and child labour
- The national policy framework and the integration of child labour concerns in education policies and programmes
- Action programme interventions

They are intended for practical use, and efforts have been made to keep them short and clear. A particular focus is on national education sector plans and how these should be analysed to see to what extent they address key child labour concerns. The guidelines also stress the importance of utilizing other development frameworks such as Poverty Reduction Strategy Papers (PRSPs) and working with others as through the UN Development Assistance Framework (UNDAF). They include a comprehensive step-by-step examination of how to go about designing a project or action programme across the spectrum of education and skills training interventions.

2.2 Education as an intervention strategy to eliminate and prevent child labour: Consolidated good practices in education and child labour *IPEC (ILO, 2007)*

IPEC has acquired significant experience in using education as a principal means of combating child labour. Over time, certain tried and tested methods and practices have reappeared. Based on this accumulated experience of what works – “good practices” – IPEC has reached a stage in its development of being able to promote and disseminate strategies and interventions that are known to work.

This compendium of good practices is not intended to be definitive but to facilitate a process of information exchange, experiences and expertise. The intention is to provide the beginnings of a knowledge-based tool that can assist practitioners in their efforts to mainstream child labour concerns into education programmes. The case examples of good practices are structured under seven headings:

- Upstream policy development and reinforcement and education resources
- Curricula development and extracurricular support
- Teacher training and mobilizing teachers' organizations
- Non-formal and transitional education approaches
- School-based and community monitoring
- Skills training and employment-related approaches
- Income-generating activities

Each case example is set in its particular context. This is followed by a list of the various country programmes and projects from which the good practice has been drawn. The case study then goes on to provide both a brief description of the good practice and then a more detailed explanation of its impact in each setting. In considering impact, reference is made to a range of criteria: innovation, effectiveness, relevance, replicability, and sustainability. The good practice then describes elements of the enabling environment under which it has been effectively implemented and how the practice was actually implemented in the different national settings. Finally, additional references are

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provided to help those who may wish to find out more information about a particular good practice.

2.3 Emerging good practices in the elimination of child labour and the achievement of Education for All *Inter-agency Working Group on Child Labour and Education (ILO, 2005)*

This publication is the product of an inter-agency working group on child labour and Education for All comprising the following agencies: ILO, UNESCO, UNICEF, World Bank and the Global March against Child Labour. Pooling their experiences, the various agencies explore the principles underlying good practices as well as substantive examples. These examples relate to the dimensions of:

- Supporting the creation of an enabling environment
- Supporting direct interventions

A number of lessons learned are highlighted from the many country examples and next steps identified.

2.4 Thematic review of formal and non-formal education to combat child labour *IPEC (ILO, 2008)*

In 2003, IPEC commissioned two thematic reviews of its work in “Formal and non-formal education to combat child labour” and “Skills training interventions to prevent and eliminate child labour”. Both evaluations followed the same basic methodology covering 69 action programmes in nine countries: Bangladesh, Cambodia, Colombia, India, Kenya, the Philippines, Peru, Senegal and Turkey. Each report is divided into six parts:

- Introduction and overview
- Findings and emerging patterns
- Issues for discussion
- Knowledge assets of good practices
- Lessons learned
- Recommendations

The introduction and overview provides an update of developments undertaken by IPEC since the study was concluded in 2003.



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The formal and non-formal education study found IPEC projects supporting a wide range of interventions and partners, including government agencies, civil society groups, including trade unions. IPEC projects have supported work to enhance the capacity of key ministries and initiatives that seek to remove the barriers to education and prevent school dropout.

The study makes clear that the most effective way to tackle child labour is to improve access to and the quality of the formal education system so that it attracts and retains children and ensures that children freed from child labour are successfully integrated into schools. However, non-formal education can also have a role to play in meeting the needs of marginalized children that are under-served by the formal education system. Non-formal education should be complementary to the formal school system and not compete with it, and should wherever possible support transition to formal education.

2.5 Thematic evaluation of skills training interventions to prevent and eliminate child labour *IPEC (ILO, 2008)*

This study reflects the increased attention that IPEC has given to skills training in recent years. Many IPEC projects offer skills training programmes for older children at or above the minimum age of employment who are withdrawn from exploitative or hazardous work situations. The aim is to provide these children and youth with practical skills that will increase their future options in securing decent work. Often these programmes are combined with literacy and numeric training.

IPEC often works in situations where no formal skills provision is available or works with young people who lack the formal requirements for selection into established skills training programmes. The study indicates that in a number of countries, IPEC has been building up a network of partners who work on different aspects of skills, including the development of more low-cost approaches through traditional apprenticeships. The evaluation also concludes that a special focus is required to facilitate the access of girls to vocational training.

2.6 Non-formal education and rural skills training: Tools to combat the worst forms of child labour including trafficking *IPEC (ILO, 2002)*

This paper produced by the ILO Mekong Sub-Regional Project to Combat Trafficking in Children and Women discusses the role of and experiences with non-formal education. It also provides an overview of different approaches to rural skills training, drawing on the extensive experience of the ILO Mekong project. It includes an overview of established good practices.

2.7 Towards Equal Opportunities for All: Empowering girls through partnerships in education *UNGEI (UNICEF, 2007)*

This publication is a joint-project outcome by the regional and country United Nations Girls' Education Initiative (UNGEI) partners. The document introduces good practice case studies from East Asia on programmes addressing the educational needs of girls, particularly those who are marginalized for economic, cultural, social or other reasons. The two main themes for this report – overcoming girls' exploitation and reaching marginalized girls – were identified as major challenges to achieving quality basic education for all in the region. Seven good practice cases that directly address these challenges were nominated and developed by the regional and country UNGEI members and their associates. Field visits and studies were conducted in 2006 in Cambodia, China, Indonesia and the Philippines.

These cases share regional experiences on girls' education with a wider audience and attempt to serve as both a technical learning source and as an advocacy tool for practitioners, policy makers and other stakeholders at all levels. It is aimed to allow readers to identify relevant critical strategies and draw lessons learned from these case studies, and ultimately work to apply them into their future programming.

Each case study features specific innovative aspects in programming for girls' education and describes the contexts, programme contents, planning and

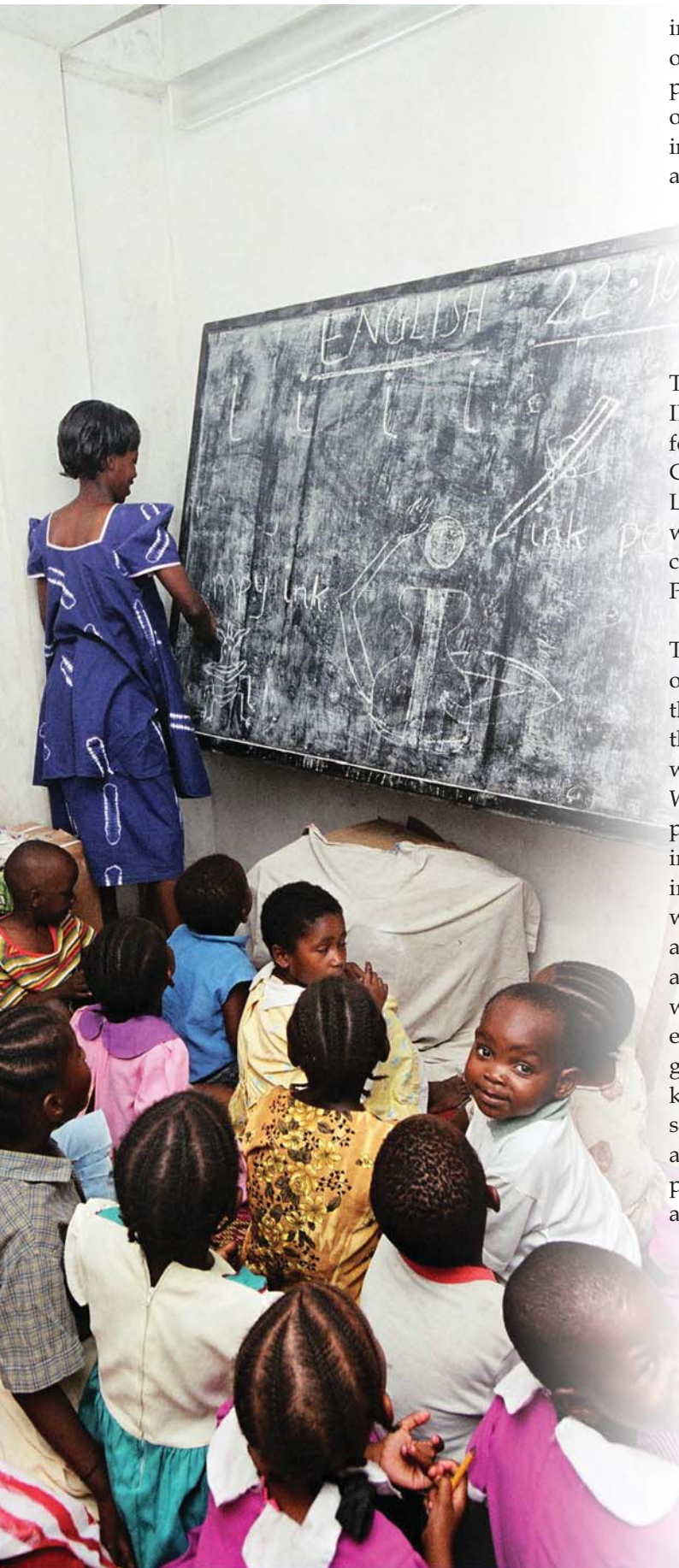
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implementation processes, programme and outcome analysis to date, lessons learned and potential replicability. The cases particularly focus on describing the overall programming processes, including partnership building for sustainability, and the important elements of good practice.

2.8 Out of work and into school our development challenge: Publication of project experiences, 2001-2006 *IPEC and APEC (ILO, 2006)*

This report recounts the experiences of the joint ILO-Asia-Pacific Economic Cooperation (APEC) forum project "APEC Awareness Raising Campaign: Eliminating the Worst Forms of Child Labour and Providing Educational Opportunities" which was implemented in six APEC member countries: Indonesia, Mexico, Peru, the Philippines, Thailand and Viet Nam.

The report sets the context of the project within the overall framework of the ILO, IPEC and APEC. It then focuses more closely on the background of the project and its emergence and implementation with the APEC Human Resource Development Working Group in each of the six countries. The project's overall development objective was to increase public awareness in each country of the importance of moving children out of hazardous work and into education and to boost capacity for action. This was accomplished through alliance-building at national and regional levels with key stakeholders involved in initiatives using education to combat child labour. The project generated a significant amount of detailed knowledge and experience in a relatively short space of time, from 2001 to 2006, and these achievements are reported in the second half of the publication, looking not only at each country but also at the impact at the regional level.



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3. Resources for practitioners

This section of the resource kit provides practical resources to aid practitioners, teachers and others working with children.

3.1 Child labour: An information kit for teachers, educators and their organizations *IPEC (ILO, 2003)*

Teachers and their trade unions have important roles to play in the prevention of child labour through education. This information kit is designed to raise awareness of the nature and effects of child labour as a prerequisite for action in the classroom and the wider community, including the labour movement.

The kit includes a user guide and three booklets. The first provides teachers with basic information about child labour, children's rights and education. It includes activities which can be used with children in the classroom, with parents and in the community. The second booklet discusses the role of teachers and their organizations in tackling child labour. It provides examples of action taken by teachers in several countries. The third booklet looks at the broader policy issues, IPEC experience and the linkages between tackling child labour and promoting Education for All.

3.2 SCREAM Stop child labour pack *IPEC (ILO, 2002)*

SCREAM Stop Child Labour (Supporting Children's Rights through Education, the Arts and the Media) was launched in June 2002 as a community-based education and social mobilization initiative. It has expanded the range of non-conventional partners of IPEC by embracing schools, arts and youth groups in both developed and developing countries. The SCREAM education pack that forms the basis of the initiative is made up of 14 educational modules and a user guide. The modules are flexible and place heavy emphasis on the use of visual, literary and performing arts as a means to deepen young people's understanding of the issue of child labour and to provide them with a powerful tool of self-expression and personal development.

3.3 World Day classroom materials

These brochures were developed by IPEC in collaboration with Education International (EI) to coincide with the World Day against Child Labour in 2006, 2007 and 2008. They provide information on the particular themes of the World Day and activities that can be used by educators in work with students.



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4. Research and working papers

The final section of the resource kit presents selected conceptual and research papers aimed at facilitating debate in some key areas. These research and working papers cover: the statistical evidence of the link between child labour and education; the role of compulsory education as a policy instrument; addressing gender issues and the needs of minority groups; calculating the costs and benefits of education; and finally, a review of the linkages between education and child labour and areas of further research.

4.1 Child labour and education: Evidence from SIMPOC surveys, *F. Blanco and F. Hagemann (ILO, 2008)*

In this IPEC working paper, the authors analyze a diverse sample of IPEC-SIMPOC national survey data from all world regions for evidence of the impact of child labour on education. It reviews descriptive evidence of the impact of child labour in terms of the overall education life cycle and a country's prospects for achieving Education for All. Simple linear regressions were carried out to demonstrate links between key child labour and education variables. The authors found negative correlations between the incidence of child labour and attainment of EFA as measured by UNESCO's Education Development Index, school attendance, literacy achievements and overall human capital accumulation as measured by enrolment rates. Positive correlations were identified between child labour and grade repetition and dropout rates.

4.2 Compulsory education and child labour: Historical lessons, contemporary challenges and future directions, *A. Fyfe (ILO, 2005)*

This working paper explores the importance of compulsory education in the fight against child labour. Compulsory education as a policy instrument is placed in an historical context as part of a mix of factors that have been identified as leading to the decline of child labour in the first industrial societies. This relationship is further explored in the contemporary context of meeting the twin goals of child labour elimination and Education for All (EFA). A number of case

examples from Africa, Asia and Latin America analyse the barriers to achieving the right to education and the role played by compulsory education regulations. These policy lessons from the past and contemporary examples are followed by an examination of the problems related to the enforcement of compulsory education laws and how they might be tackled. Finally, a future research agenda is outlined.

4.3 Conceptual framework for child labour interventions in the education sector *G. Jones (ILO, 2003)*

This paper provides a framework for the analysis of child labour and education interventions and was incorporated in IPEC's manual for Time-Bound Programmes (TBPs). The paper begins by documenting the extent to which children below the age of 15 are involved in schooling and in various kinds of work and identifies and documents aspects of education and educational systems relevant to eliminating child labour. The paper argues that there is need for great improvements in data to monitor the reduction of child labour and the role of education in addressing the problem. The paper concludes by outlining ways in which education systems can be more supportive of child labour elimination efforts.

4.4 Indigenous and tribal children: Assessing child labour and education challenges *P. B. Larsen (ILO, 2003)*

Identifying particularly vulnerable groups of children and their particular needs is a critical element in eliminating child labour. This working paper documents how indigenous and tribal children are often at special risk of child labour and educational exclusion. Common forms of exclusion leading to child labour and educational exclusion include marginalization of indigenous peoples' cultures, languages and identities and discrimination within the education system. The paper examines the risk factors facing indigenous and tribal peoples and initiatives to tackle these such as multicultural education. It sets out a number of recommendations within the context of ILO Conventions relating to child labour and indigenous and tribal peoples.

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4.5 Gender, education and child labour in Egypt

K. A. Gazeleh et al. (ILO, 2004)

4.6 Gender, education and child labour in Lebanon

Partners for development et al. (ILO, 2004)

4.7 Gender, education and child labour in Turkey

Y. Ertürk and M. Dayioglu (ILO, 2004)

Understanding how gender biases are reflected in the composition of child labour and how these biases impact the education of girls is still a major challenge. To increase knowledge in these areas, IPEC commissioned three research studies to examine the links between gender inequality, child labour and school attendance and performance in Egypt, Lebanon and Turkey.

4.8 Costs and benefits of education to replace child labour

P. Matz (ILO, 2002)

This working paper was a component of an ILO study to calculate the economic costs and benefits of the elimination of child labour. Education to replace child labour makes economic sense, as many long-term macro-economic benefits can be associated with it. Yet, initially it is a costly endeavour. Since costs are borne in the short run and benefits accrue over time, the provision of universal education to replace child labour can be thought of as an investment, and this working paper provides an approximation of its rate of return. The paper concludes that the approximate benefits of achieving universal education up to the age of 14 by 2015 outweigh the costs by a ratio of three to one.

4.9 Child labour, school attendance and academic performance: A review

P. Orazem and V. Gunnarson (ILO, 2003)

This working paper aims to review knowledge concerning the impact of child labour on learning, to review existing data sets that could be used to address the issues and to highlight areas where current research is lacking.

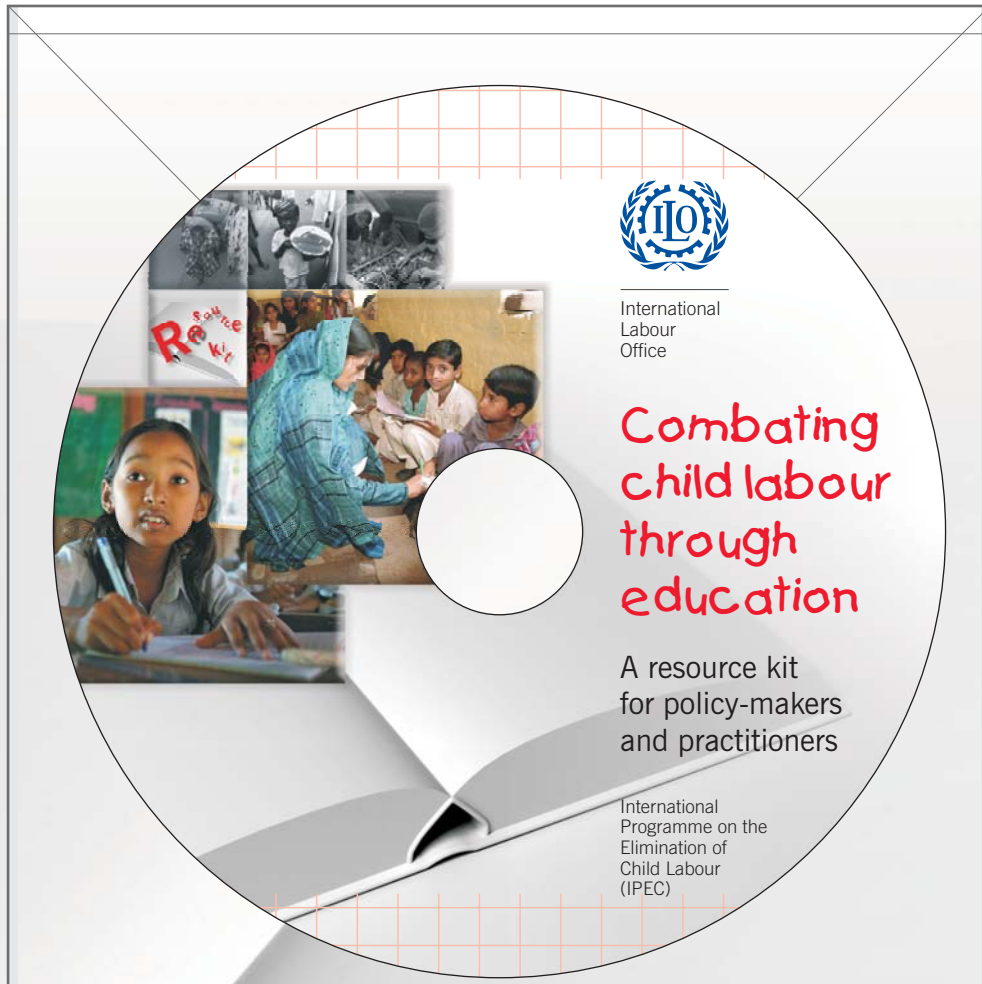
The discussion begins with a conceptual model of the interrelationship between child participation in school and the labour force that highlights the various factors that enter these decisions. Armed with this conceptual framework, the authors turn to alternative measures of child labour and school performance. Next, the paper reviews issues regarding how one might design a sample survey to measure the consequences of child labour on school performance. Here the methodological issues reviewed are illustrated using data sets from Latin America and Central and Eastern Europe. The paper concludes with a summary of questions that have not been adequately settled by existing research and data sets and makes suggestions for future research.

4.10 Child labour and Education for All: An issues paper

L. Guarcello, S. Lyon and F.C. Rosati (UCW, 2006)

This paper from the inter-agency research project Understanding Children's Work (UCW) provides an overview of relevant research and identifies key knowledge gaps. The paper examines the evidence regarding child labour as an obstacle to EFA in relation to school attendance and learning achievement before examining how inadequate schooling can "push" children into work. The paper concludes with a series of research questions of particular relevance to policy formulation, including the impact of transitional education programmes as a policy response to the exclusion of working children.

Combating child labour through education:
A resource kit for policy-makers and practitioners





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