



# Evaluation Summaries

## Action against child labour through education and training

### Quick Facts

**Countries:** Egypt, Kenya and Tanzania (Africa); Brazil, Paraguay, Peru (Americas); and Bangladesh, India, Nepal and the Philippines (Asia). Upon donor's approval in 2000, the ACTRAV pillar extended its work to five additional countries (Benin, Chile, Ghana, Pakistan and Sri Lanka).

**Final Evaluation:** May 2003

**Mode of Evaluation:** *independent*

**Technical Area:** *Child Labour*

**Evaluation Management:** *IPEC and ACTRAV*

**Evaluation Team:** Ms Tone Skaug (Norwegian Ministry of Foreign Affairs, team leader), Ms Evy Buverud Pedersen (Norwegian Confederation of Trade Unions), Mr Soren Swensen (the Norwegian Confederation of Business and Industry)

**Project Dates:** 1998-2001

**Donor:** *Norway*, US\$ 2,644,805

**Project Code:** *INT/98/10/NOR*

**Keywords:** *Child Labour, Education, Capacity Building, Trade Union*

### Extracted from the executive summary

“Action against Child Labour through Education and Training” was a pilot project which pioneers cross-sectoral cooperation in the ILO. It was designed on the basis of previous IPEC and ACTRAV activities on child labour, which respectively undertook national studies on strategies to combat child

labour through education and focused on child labour (in sectors where it was prevalent) as one of several themes in its trade union collaboration efforts. The project is one of four components of the Integrated Programme for Building Partnerships and Capacity against Child Labour (PPC), funded by Norway in follow up to the Oslo Conference on Child Labour in 1997.

The project has two pillars (ACTRAV and IPEC). It was executed by a Chief Technical Advisor (CTA) from each of these entities, in partnership with Education International (EI). As the largest International Trade Secretariat (ITS) for teachers' organisations, the EI provided the project with entry points to teachers' organisations at country level, through its network of national affiliates. EI's headquarters in Brussels became an integral part of the project management structure. The project had a complex structure. The general design of the project document provided flexibility for adaptation to local conditions. However, the evaluation team found that the complexity and the nature of the project in piloting new partnerships could have warranted clearer guidance to implementation, either by closer follow up by headquarters or by country specific plans.

The budget totals US\$ 2,644,805 for the period of 36 months with starting date mid-1998. (ACTRAV budget: US\$ 957,025 and IPEC budget: US\$ 1,687,780). The project's two pillars have separate budgets. This

contributed to managerial complexity, but also provided the flexibility to overcome obstacles to implementation at national levels. Allocation of resources to the implementing agencies was made according to their “capacity to attract” rather than pre-defined criteria. Ten countries participated from the outset: Egypt, Kenya and Tanzania (Africa); Brazil, Paraguay and Peru (Americas) and Bangladesh, India, Nepal and the Philippines (Asia). Upon donor’s approval in 2000, the ACTRAV pillar extended its work to five additional countries (Benin, Chile, Ghana, Pakistan and Sri Lanka).

The project has the following development objective: “to contribute to the elimination of child labour through the promotion of public policies and educational practices which enhance the role of education as a major tool in combating child labour”. Its implementation was based on three supporting immediate objectives:

- 1) “to have increased the capacity of teachers/educators and their organisations’ systems to launch campaigns against child labour in support of education”,
- 2) “to have implemented and tested APs aimed at preventing child labour and strengthening the quality, relevance and accessibility of education for children at high risk of child labour/ex-working children” and
- 3) “to have influenced national policies, programmes and budgets on education to better reflect child labour concerns and to address the issues that will make quality education relevant, accessible and free for all children”.

Under the ACTRAV pillar, the project aimed to mobilise alliances between teachers’ organisations and provide support to these in the elaboration of organisational policy, strategic action plans and formulation of action programmes (APs). As a follow up, IPEC provided funding and support to the implementation of activity proposals submitted by EI affiliates.

The evaluation team found that activities under the six expected project outputs were relevant; that expected project outputs were relevant for the achievement of the immediate objectives and that these were relevant in contributing to the overall development objective. However, the team noted that in the project document, immediate objectives could have reflected the project components more consistently and explicitly. Whilst the evaluation team found that all participating countries (except India) achieved immediate objectives 1 and 2, the team felt that it was too early to assess the achievement of immediate objective 3, but it concludes that the immediate objectives were relevant as contributions to attain the development objective.

In the preparatory stage, mobilisation and alliance building activities were developed based on existing networks of national trade unions mobilised under previous ACTRAV projects. Differences in the current project’s regional alliances therefore reflected the structures of these previous ACTRAV projects. The general trends were: i) in Asia (where the ACTRAV trade union project had been operational) strong alliances were built and strengthened between teachers’ organisations and industrial trade unions and the project thus became a vehicle for collaboration among different unions not accustomed to cooperate; ii) in Africa (where the ACTRAV trade union project had been operational to a lesser degree) the nature and structure of the trade union movement led to a focus on alliance building amongst teachers’ organisations and their national branches and iii) in Latin-America, the ACTRAV trade union project had not been operational and had no existing links with the trade union movement in regard to child labour. The project therefore focused on awareness raising and capacity building within the individual teachers’ organisations.

National planning workshops resulted in the elaboration of policies, strategic action plans

and the elaboration of AP proposals, presented to IPEC for funding.

In three countries, APs were implemented jointly by EI affiliates. The nature of campaigning and AP activities differed considerably across countries, both in terms of approach, size, project content and geographical focus. The evaluation team found that awareness raising, campaigning efforts and APs all had been relevant to meet the needs of both direct and indirect beneficiaries (as these are defined on page 14 of the project document) and that the role of the individual TFs, combined with mentioned activities all had been relevant measures to influence programmes and public policy making. Whilst the evaluation team questioned the lack of processes in all project countries to transform individual activities into institutionalised mechanisms to ensure sustainability, it nevertheless noted that the project has laid an important *basis* for sustained influence of such processes at national levels.

Whilst experiences were used to establish links with units in the ILO, with UN agencies (at headquarters and field level) and to influence other international spheres, the sharing of knowledge and experiences across project countries and regions seem to have been rather limited. The evaluation team found that no formal mechanism existed for an organised and continuous sharing of information and lessons learnt among the project countries.

The project has reinforced child labour as a unifying topic amongst teachers' organisations and it has demonstrated the potential of these organisations as important entry points and key agents in the fight against child labour. The project has also tested and reinforced the usefulness of working through basic education institutions to fight child labour. Based on a number of findings, the evaluation team concludes that the project is thematically relevant and that its pioneering cross-sectoral approach has strong added values, highlighting the need for social dialogue, as a basis for

future activities. The project has proved the strong relevance and importance of teachers and their organisations as key entry points and agents in the fight against child labour and it has tested their capacities and potentials as implementing agencies. The evaluation team recommends that this approach should receive continued donor support, with basis in key recommendations to ensure a clear organisational design and sustainability. The evaluation team recommends that the ILO explore the potential for a follow up project to be framed within a bipartite structure, building on activities, experiences and potential future project countries of ACTRAV and ACTEMP activities on child labour.