

Best Practices in Preventing and Eliminating Child Labor through Education



Drawn from Winrock global CIRCLE projects

Community-based Innovations for the Reduction of Child Labor through Education

2008



WINROCK
INTERNATIONAL

“In the context of the CIRCLE project, a best practice is an aspect of a project that has been effective in preventing or reducing child labor and is an inspiration to others.”

Winrock International
November 2006

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Best Practices in Preventing and Eliminating Child Labor through Education Drawn from the Global CIRCLE Project

Community-based Innovations for the Reduction of Child Labor through Education
(CIRCLE) Project

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Winrock International's CIRCLE I and II projects (Community-based Innovations for the Reduction of Child Labor through Education) aim to prevent or reduce exploitive child labor through education by identifying, promoting, and supporting innovative, locally developed, and community-based projects. CIRCLE is funded by the United States Department of Labor/Bureau of International Labor Affairs/Office of Child Labor, Forced Labor, and Human Trafficking (USDOL/ILAB/OCFT) Child Labor Education Initiative.

This publication is a distillation of best practices drawn from the more than 100 projects funded through CIRCLE I and II aimed to inform and inspire individuals and organizations working to end the labor exploitation of children, to promote educational opportunities for all children, and to support their personal and social development through a fulfilled, safe, and happy childhood.

Definition of child labor

This document is concerned with exploitive and worst forms of child labor. All further references to child labor imply the following definition.

Child labor refers to children who are engaged in an economic activity and who are below the minimum legal age of employment in a given country. Depending on the country, young people aged 12-15 and over may be employed in certain "light work" if it is not hazardous or harmful to their health and does not affect their attendance and performance at school. Article 3 of the International Labor Organization (ILO) Convention No. 182 defines the worst forms of child labor as:

- a) 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 labor, including forced or compulsory recruitment of children for use in armed conflict;*
- b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;*
- c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs;*
- d) 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.*

Sources for further definitions are International Labor Organization (ILO), www.ilo.org; The UN Convention on the Rights of the Child (1989), www.unicef.org/crc/; ILO Convention No. 138 concerning Minimum Age for Admission to Employment (1973); ILO Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (1999), ILO, The end of child labor: within reach, Global Report, June 2006.

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Foreword

from the President and CEO of Winrock International

April 2008

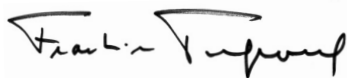
The Community-based Innovations to Reduce Child Labor through Education (CIRCLE) project is a development innovation that has prevented or removed more than 24,000 children from exploitive child labor, including its worst forms. Community participation has been key to this success. For over five years, it has been Winrock's privilege to lead this project, which has led to this Best Practices document. This document is the result of the dedication and hard work of our partner non-governmental organizations and communities, volunteer and expert advisors, and the Winrock staff. It aims to inspire and provide methodologies, tools, and examples to combat child labor and ensure children are in school and have a chance to grow up without exploitation.

This document was compiled and analyzed through a peer review process that involved over 200 participants, a process that raised awareness about CIRCLE and child labor issues associated with development and education. It is a reflection of the extraordinary collaboration of experts from many institutions, the private sector, governments, and communities all over the world. Please see our list of acknowledgements in the annex.

We hope that as you read about the experience of Winrock and CIRCLE you will come away with insights and techniques for reducing exploitive child labor and be inspired to intensify your own efforts to reach the Millennium Development Goals as well as the ILO-IPEC goal of "no child labor by 2016."

The Winrock home office and regional staff coordinated the NGOs that brought content and innovation to the project; interns, volunteers, reviewers, and monitors contributed to their work. Special thanks go to the designers of the Best Practices methodology and the team of researchers, writers, and production designers.

We are deeply grateful to the US Department of Labor that funded this effort and believed in the power of community-based NGOs and the creativity of their interventions.



Frank Tugwell
President and CEO
Winrock International

Dedication

This Best Practices publication is dedicated to the hundreds of thousands of individuals and organizations who are devoted to combating the worst forms of child labor and ensuring that child laborers and those at risk of child labor have access to education as a means of improving their lives and future prospects.

Preface

from the Project Director

Child labor has historically been a part of the social and economic development of many countries. By creating awareness of the importance of education and the difference between acceptable work for children and exploitive child labor, it is possible to break the cycles of child labor and poverty. The Community-based Innovations to Reduce Child Labor through Education (CIRCLE) project has been successful in empowering local organizations with the opportunity and capacity to break cycles of exploitive child labor and foster positive societal change.

The CIRCLE project enabled local organizations to develop, implement, monitor and report on their own projects and best practices. Local communities became the voices and leaders of change at all levels and applied local solutions to local problems. Much of the groundwork and creation of enabling environments has been undertaken by the United States Department of Labor (USDOL) and the International Labor Organization-International Program on the Elimination of Child Labor (ILO-IPEC). CIRCLE built on the work of USDOL and ILO-IPEC by providing opportunities and resources to local organizations to develop innovative, self-generated projects and document their best practices. Winrock established close working relationships with the NGOs and built a shared sense of ownership and partnership.

Through CIRCLE, over 100 local organizations in 24 countries in Latin America, Asia, and Africa implemented innovative projects to reduce child labor through education. Over 24,000 children received direct educational services and were withdrawn or prevented from exploitive child labor. CIRCLE benefitted from the collaboration and in-kind contributions of Regional Selection Committees including members of ILO-IPEC and volunteer contributions from over 150 outside peer reviewers. Please see Annex I for a list of contributors and supporters.

The *Best Practices in Preventing and Eliminating Child Labor* manual documents the experiences of over 80 NGOs and demonstrates the possibilities for change and sustainability in difficult environments. It addresses questions of how to work with child labor monitoring committees, develop savings programs, and inspire volunteer work. It offers insights on the best means of reaching rural families, treating marginalized groups and strengthening women's and children's participation in decision-making.

In the words of the project final evaluation report "... the most exciting aspect of CIRCLE is the model itself and its potential for revolutionizing the relationships between communities, implementing organizations, and funding partners by facilitating a more participatory approach to project design and implementation." We hope many will be inspired by the *Best Practices* and use it as a resource and a means to access local organizations committed to combating exploitive child labor through education. Together we can take the next steps in the global effort to combat child labor and provide education for all.

Sincerely



Vicki Walker
CIRCLE Project Director

Acknowledgements

The CIRCLE project is funded by the United States Department of Labor/Bureau of International Labor Affairs/Office of Child Labor, Forced Labor, and Human Trafficking (USDOL/ILAB/OCFT). Winrock, the CIRCLE non-governmental organizations (NGOs) and beneficiaries appreciate the support of USDOL/ILAB/OCFT for their innovative approaches to empowering local organizations to reduce exploitive child labor globally. USDOL/ILAB/OCFT is the world leader in combating international child labor and has set an example for other governments to join in the efforts.

The CIRCLE project and development of the Best Practices have been highly collaborative processes. Thanks to project staff and the many contributors who brought energy, passion, and expertise to the effort. CIRCLE has benefited from a professional staff and the in-kind contributions of the Regional Selection Committee (RSC) and members of (ILO-IPEC) as well as the volunteer contributions of over 150 outside peer reviewers, including the NGOs themselves, for enabling the “Best Practices” to be documented. Many thanks to Nicholas Grisewood for his writing and weaving together the vast amount of material for the CIRCLE Best Practices.

Sustaining the Circle – Ongoing Networking

This Best Practices publication is meant to be a “living document.” Best Practices workshops held in December 2007 brought together NGOs and RSC members to share their best practices and develop integrated projects based on deeper knowledge about developing, implementing, and sustaining child labor and education interventions. Supplemental training materials and tools developed for the workshop will be available on the CIRCLE website.

Winrock will maintain the CIRCLE Child Labor and Education community of practice website that provides updated contact information for the Best Practices contributors and the NGOs and others affiliated with the project.

Please see the CIRCLE website: <http://circle.winrock.org>

Acronyms

ALS	Alternative Learning System
CACL	Campaign Against Child Labor (India)
CIRCLE	Community-based Innovations to Reduce Child Labor through Education
CLEI	Child Labor Education Initiative
CLM	Child labor monitoring
CCEL	Coalition on Children in Exploitative Labor (Ghana)
COMUNA	Municipal Council for Children and Adolescents (Guatemala)
DCLC	District Child Labor Committee (Kenya)
EFA	Education for All
EI	Education Initiative
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICLP	International Child Labor Program
IEC	Information, Education, and Communication
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
IOM	International Organization for Migration
IPEC	International Program on the Elimination of Child Labor
MDG	UN Millennium Development Goal
NCLP	National Child Labor Project (India)
NFE	Non-formal education
NGO	Non-governmental organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking (USDOL)
RSC	Regional Selection Committee
PETI	Program for the Eradication of Child Labor (Brazil)
PRSP	Poverty Reduction Strategy Paper
TVET	Technical and Vocational Education
UN	United Nations
USDOL	United States Department of Labor

CIRCLE organizations and acronyms may be found in Annex I

User's Guide

In recent years, a wide range of organizations have carried out activities to combat child labor through education interventions. Through the Community-based Innovations to Reduce Child Labor through Education (CIRCLE) project, Winrock International's partners carried out projects that have generated a wealth of knowledge and learning that can be invaluable to others working in this field. It is hoped that this publication will serve as a source of inspiration and guidance to those involved in or interested in implementing projects to tackle child labor through education. Potential users may include governments, donor organizations, international organizations, non-governmental organizations (NGOs), employers, and employers' and workers' organizations, particularly those that are either already working in the inter-related fields of child labor and education or interested in doing so.

This publication is intended as a practical tool to support the generation, management, and application of knowledge to:

- help users design and implement activities for children either already in situations of child labor, vulnerable to or at risk of child labor, or withdrawn from child labor;
- raise awareness about child labor and support stakeholders in assuming their roles and responsibilities in responding to it effectively and sustaining outcomes in the long term.

The document is divided into two main sections. The first section focuses on the context. It provides detailed background information on the interrelated issues of child labor and education, looks at the causes and consequences of child labor, sets out the existing legislative framework, and introduces Winrock International and its CIRCLE initiative. The first section also includes Project Design Guidelines to guide organizations through the process of designing an effective project to combat child labor through education interventions.

The second section, which constitutes the bulk of the publication, presents a distillation of the practical learning from the broad range of projects implemented under the CIRCLE umbrella. The publication describes approaches that have proved effective in addressing child labor and extracts lessons that can assist others implementing similar initiatives in their own contexts. This section is organized thematically, with a chapter devoted to each of the following:

Awareness-raising – The starting point and keystone of any child labor project is to inform those most closely concerned with the issue, as well as wider society, of the existence and implications of child labor and the role of education in combating it.



"Mama, I am still too fragile to carry heavy loads. I want first to grow up so I can better help you."

Advocacy – Building on awareness, advocacy goes one step further to inform and seek the support of governments, policy-makers, employers, civil society, and others in positions of power and influence in efforts to reduce and prevent child labor, particularly through education.

Education – Education in some form was the focus of all of the projects described in this publication. The main premise of CIRCLE and therefore of this publication is that access to quality education, be it formal or non-formal, is the single most important factor in preventing vulnerable and marginalized children from premature entry to the labor market and in offering viable alternatives to hazardous and exploitive situations.

Child labor occurs around the world and can deprive children of good health and education

Vocational education and skills training – Closely associated with the previous chapter on education, vocational education and skills training are given separate treatment to underline their importance in providing education alternatives for older children and in helping them access decent work opportunities at an appropriate age.

Peer education – Children and young people can play an important role by influencing their peers in their attitudes and behavior towards education.

Child labor monitoring – This chapter highlights the role of stakeholders in monitoring children's activities and attitudes and in ensuring that they stay in school or training programs.

Data collection – The gathering and analysis of information can inform and guide project activities and policy and program development and reform.

Each chapter begins with an introduction to the topic in question and then provides an overview of the key elements of the CIRCLE projects selected as having a best practice in this area. Main design elements of the approach are highlighted as are components critical to ensuring effective and sustainable outcomes. Lastly, each chapter looks at the main challenges for project design and implementation and how these might be overcome or pre-empted. The annexes contain a comprehensive list of all the CIRCLE implementing partners in the different countries. Those interested in finding out more about specific project activities and approaches are encouraged to contact these organizations directly.

The impact of this publication will depend on its ability to mobilize and influence users and encourage them to support and participate fully in local, national, and global efforts to reduce, prevent, and ultimately eliminate child labor and promote education for all children. This impact will be tracked through communication between users and Winrock International and the establishment of effective partnerships, alliances, and communities of practice. To this end, users are encouraged to be in contact with Winrock International.

Winrock International would like to know, for example: Are the project design guidelines comprehensive and effective? Is the language accessible? Are the content and examples provided in the thematic chapters useful in terms of assisting you in designing project interventions? Have you found the publication to be a useful reference tool in developing new projects or in preparing calls for project submissions? Similarly, in terms of enhancing the role of a community of practice in this field, it would be vital to know more about the outcomes of projects designed on the basis of information from this publication. Your feedback on the value of this publication in your work is critical.

Winrock International seeks to establish a community of practice of like-minded organizations in the field of child labor elimination and to build on the platform established by this publication and a shared vision of a world without child labor. Please send comments, questions, and experiences to:

Community of Practice

Winrock International
1621 N. Kent Street, #1200
Arlington, VA 22209 USA
E-mail: CP@winrock.org

Please visit the CIRCLE project and community of practice website: <http://circle.winrock.org>

The website will support communication and coordination between organizations and strengthen local, national, and international efforts in this field. It will be maintained and updated to share experience and expertise, exchange information, and facilitate a wider sharing of knowledge.

BACKGROUND

About Winrock International

Winrock International is a private, non-profit organization best described by its motto “Improving lives and livelihoods worldwide.” It was established as the Winrock International Institute for Agricultural Development in 1985 through a merger of three agriculture-based institutions: the Winrock International Livestock Research and Training Center, the Agricultural Development Council, and the International Agricultural Development Service. Over time, the organization expanded its mission, maintaining a focus on sustainable agricultural productivity, rural development, and education while working to empower the disadvantaged, increase economic opportunity, and sustain natural resources. Winrock International is dedicated to providing high quality technical assistance and management services to benefit the world’s poor and disadvantaged by building human capacity, creating long-term relationships, managing effectively, communicating openly, and promoting teamwork. Its projects are being implemented in more than 65 countries in Asia, Africa, the Middle East, Latin America, and Central and Eastern Europe, as well as in the United States. One of the organization’s main strengths is its team of dedicated staff members, who can be found working in communities in areas of need, determining ways in which resources can be applied to best effect, and using their expertise and local knowledge to find practical ways to make positive changes.

An important aspect of Winrock’s mission is building lasting relationships in the places in which it works by improving the skills of local people and by strengthening their capacities to advance their own development. The organization believes that the development of human capacity has the potential to reap the greatest long-term benefits. This approach is underpinned by a strong respect for cultural diversity and the understanding that “one size fits all” is not a suitable strategy.



Areas of intervention

Winrock International organizes its work in ten development sectors under an umbrella of three program areas: enterprise and agriculture; forestry, energy, and ecosystem services; and empowerment and civic engagement. The development sectors are:

- *enterprise development;*
- *natural resource management;*
- *women’s empowerment and gender mainstreaming;*
- *clean energy;*
- *agriculture and rural development;*
- *conflict mitigation;*
- *ecosystem services;*
- *civil society strengthening;*
- *youth education and leadership;*
- *child labor and trafficking prevention.*

Winrock integrates program areas to ensure a holistic and sustainable approach in its development work. This is particularly important when taking on an issue such

Winrock has been supporting education initiatives in Africa since the 1980’s

as child labor, which itself is the result of a combination of challenges facing most developing countries, including poverty, urbanization, gender inequality, inaccessible and poor education systems, weak agricultural infrastructure, unemployment, and discrimination. Winrock addresses the interrelated aspects of development through comprehensive and broad-based programs that create a framework within which to build human capacity and long-term, sustainable progress. The structure and approach of the three program areas highlight the organization's potential to make a significant contribution to the prevention and elimination of child labor:

Enterprise and agriculture

Winrock works through sustainable approaches to enhance the ability of individuals and communities to increase income and strengthen their economic base. It aims to improve agricultural productivity and alleviate rural poverty through small and medium-sized enterprise development, market-driven agricultural strategies, and support to mechanisms and infrastructure.

Forestry, energy, and ecosystem services

Winrock programs target sustainable forestry, community approaches to soil and water conservation, and integrated watershed management. Winrock also uses clean, renewable energy systems to supply affordable power to off-grid areas, raising living standards and stimulating economic growth, particularly in remote communities. In addition, Winrock's measurement and monitoring technologies provide accurate, cost-effective methods for forest, carbon, biodiversity, and land-use management.

Winrock programs target sustainable forestry, community approaches to soil and water conservation, and integrated watershed management

Empowerment and civic engagement

This program area includes Winrock's activities to prevent and eliminate child labor and human trafficking. Enabling women and young people to achieve their full potential and to take an active part in shaping their communities and countries is a core priority for Winrock. Through integrated programs, including life skills training, education, income generation, and civic engagement, individuals gain the skills they need to succeed and make informed choices for their futures. Enhancing the capacity of local organizations and governments to address local issues, provide effective services, and represent the interests of their constituents strengthens the fabric of civil society.

The importance of capacity-building

Through the Empowerment and Civic Engagement unit, Winrock strengthens the capacities of women, youth, children, and civil society organizations to participate actively in local and national development and to transform their societies. Its programs offer solutions to the most pressing problems, including equitable access to goods and services, employment, civic participation, and the prevention of human trafficking and child labor. This approach is bolstered by support for the development of democratic institutions and processes, improving the ability of governments, organizations, and communities to provide services to their stakeholders, advocate for change, and function efficiently for long-term sustainability and progress — all vital elements of efforts to prevent and eliminate child labor.



An indispensable component of the Winrock strategy is the sharing of knowledge and information among organizations and marginalized groups. Winrock aims to connect individuals and organizations through networks and alliances so that they can exchange information, ideas, and opportunities that contribute to the elaboration of appropriate practices to achieve particular goals, such as providing educational alternatives for child laborers.

Winrock believes that empowering children and ensuring their participation promotes sustainable development

It also supports issues-based advocacy to pursue the development of effective policies and programs, especially for poor and disadvantaged populations. By promoting greater and better dialogue between civil society organizations and government, Winrock furthers national efforts to prevent child labor and to ensure that it is mainstreamed in the full spectrum of development initiatives, including poverty alleviation and education.

An important part of empowering communities includes strengthening the capacities of women to participate actively in local and national development and to support social transformation. In looking to the future, Winrock president Frank Tugwell emphasizes the need to maintain a strong focus on the empowerment of women and girls:

“We have a very strong commitment to the empowerment of women, which we believe leads to all of our other goals. And for many of us, if we had just one thing we could do for international development, it would be to empower women. They make good decisions, they invest in their families, they’re very productive people. That special focus originated in Africa, where women who work in agriculture produce 80 percent of the food, yet were not involved in decision-making.”

Winrock provides scholarships and training programs for women to enhance life skills and employment and offers entrepreneurship opportunities to enable women to improve their lives and incomes and those of their families. These interventions are critical to tackling situations of child labor and encouraging families to send their children to school rather than to work. Similarly, enhancing educational opportunities for girls ensures a more promising future for the next generation.

BACKGROUND

Causes and Consequences of Child Labor

All over the world, there are children who start working at an early age. From the age of six or seven, they may help around the home, performing household chores and running errands, or helping in the fields, tending crops or picking vegetables or fruit. These activities are often encouraged by adults or older children in the family. Children gain a sense of responsibility and take pride in carrying out tasks that benefit the whole family. By observing and working with others, children learn skills and gain knowledge that will serve them in their later lives.

As they grow older, they may take on more responsible or heavy work, such as looking after younger siblings, fetching and carrying loads from family farms or plantations where their families work, and caring for the family home. They may even take on a part-time job, outside of school hours and involving light work, either to earn pocket money or to supplement the family income. Work in this sense becomes a window onto the world of adult work and is part of the progression from childhood to adulthood. If it is not work that prevents them from going to school, or takes them away from their families, or uses up all their time so they have no time for play or leisure activities with their peers, or hurts them physically, mentally, or emotionally, then it is probably not what is defined as “child labor.”

In sum, the term “child labor” does not mean the performance of small tasks around the house, nor does it mean participation in work appropriate to the child’s level of development and which allows her or him to acquire practical skills and learn responsibility. Work of this nature is an integral part of a child’s development.

What is child labor?

Many children, however, carry out work that, far from being beneficial, impedes their growth and development and, in many cases, can do them harm. Across the globe, children are being forced, either by circumstance or coercion, to undertake work that damages them psychologically and physically and deprives them of their childhoods. This kind of work is carried out in violation of international core standards and national legislation and includes activities that are mentally, physically, and socially dangerous or morally harmful to children. It deprives them of schooling or requires them to assume the dual burden of schooling and work. This is what is known as child labor.

Child labor 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 robs countries of one of their richest resources: human capital. It can be simply defined, therefore, as work that, by its nature or the conditions under which it is carried out, harms, abuses, and exploits the child, or deprives her or him of an education. It is recognized as one of the most devastating consequences of persistent poverty, and while reducing poverty through economic development is an essential strategy to combat child labor, there is an urgent need for short- and medium-term strategies directly targeting child labor.

Child labor is both a consequence and a cause of persistent poverty. By keeping children out of school, it perpetuates the cycle of poverty and ignorance and maintains harmful social and cultural traditions that are factors in sustaining child labor. It is an outcome of social exclusion, discrimination, rural migration, and urbanization and has been considerably



Socioeconomic factors often force parents to make their children work, sometimes in the most dangerous forms of labor

worsened by the growing HIV/AIDS crisis. Children either affected or infected by the deadly virus are thrown increasingly into situations where they are vulnerable to child labor.

The cross-cutting nature of child labor necessitates a range of strategies, including:

- *reducing poverty;*
- *educating children and their families;*
- *providing or facilitating support services for children and their families;*
- *raising public awareness of the importance of education and the dangers of child labor;*
- *reinforcing the legal framework on the minimum age of employment and compulsory education;*
- *promoting the elimination of child labor, especially its worst forms through international measures.*

Definition of child labor

In its simplest terms, child labor refers to children who are engaged in an economic activity and who are below the minimum legal age of employment in that country. Article 2 of the ILO's Convention 138 concerning the Minimum Age for Admission to Employment states that: "Each Member which ratifies this convention shall specify ... a minimum age for admission to employment or work ... no-one under that age shall be admitted to employment or work in any occupation." The convention has been ratified by a majority of the ILO's member States. Young people aged 12 to 13 years and over may be employed in certain "light work" if it is not harmful to their health and does not affect their attendance and performance at school or training courses. However, a minimum of 18 years is set for any work considered hazardous.

Following comprehensive research into the issue of hazardous child labor, the ILO concluded that it was necessary to strengthen Convention No. 138 by focusing the international spotlight on the urgency of action to eliminate, as a priority, the worst forms of child labor. In this respect, it developed Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor, which has been ratified by a significant number of its member States and in a very short space of time. Article 3 of the convention defines the worst forms of child labor as:

- a) *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 labor, including forced or compulsory recruitment of children for use in armed conflict;*
- b) *the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;*
- c) *the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs;*
- d) *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.*



What is the extent of the problem?

The lead United Nations (UN) agency in the field of child labor elimination and prevention is the International Labor Organization (ILO),¹ which in 1992 established the International Program on the Elimination of Child Labor (IPEC). Backed by three international conventions,² ILO-IPEC works through a phased and multisectoral strategy that motivates a broad alliance of partners to acknowledge and act against child labor. It gives priority in its programs to the so-called "worst forms of child labor" defined by its Convention 182 (see above) and also to the most vulnerable children affected, including very young children and girls.

Nomadic children often have little or poor access to quality schooling

¹ International Labor Organization (ILO), the UN agency for the world of work, www.ilo.org.

² The UN Convention on the Rights of the Child (1989), www.unicef.org/crc/; ILO Convention No. 138 concerning Minimum Age for Admission to Employment (1973); ILO Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (1999), www.ilo.org/ilolex/english/convdisp2.htm.

While carrying out detailed research into the issue of child labor can be a daunting task, given the hidden and sometimes illegal nature of many of its forms (for example, domestic work, trafficking, and commercial sexual exploitation), the most recent ILO figures³ nevertheless show that child labor persists on a very large scale. The ILO estimates that in 2004 there were around 218 million child laborers aged 5 to 17 worldwide — around one in seven children. Of these, some 126 million were engaged in hazardous work, that is, work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children. Clearly, efforts to stamp out this scourge need to be accompanied by a stronger and more coordinated national and international focus on development policy and program and resource coherence.

The “grey areas” of child labor

Defining child labor is straightforward in terms of its literal sense based on national and international legislation (see pg. 11). However, less straightforward is how to ascertain what is an acceptable form of child work and what is not, and that may depend on the context and circumstances. The issue of child labor needs to be approached with an open mind and as few preconceptions as possible. Cultural beliefs and traditions play a major role in the occurrence of child labor. However, the majority of children work because of poverty or other circumstances beyond their control, such as lack of access to schools or the loss of their parents through HIV/AIDS. Removing children from or preventing them from entering situations of work without providing them with viable and sustainable alternatives can make the situation worse for those children and their families.

This is particularly true in rural areas where, for example, children and their families survive through subsistence farming. While it might be unacceptable according to international standards for small children to handle dangerous implements and substances, such as machetes or pesticides, the alternative might be that the children go without food. They may be working because the nearest school is a day’s walk away and the parents fear for their safety. Until more schools and education facilities are built and other forms of income generation are introduced, the alternatives may not be powerful enough to dissuade parents from putting their children to work. Eliminating this global problem will be a gradual process and must be intimately linked to other development and awareness-raising initiatives.

Why do children work?

Child labor can stem from one or more factors, including:

- *extreme poverty and the need for all members of a family to contribute economically to its survival;*
- *limited access to educational programs, for example, lack of school facilities in rural areas;*
- *lack of legal documentation which keeps them from enrolling in school and receiving other state-social services;*
- *poorly funded, trained, and equipped education systems and teaching staff;*
- *cultural and/or traditional practices in certain geographical locations or among certain peoples, for example, migrant workers, nomadic and indigenous populations, and lower castes;*
- *employment practices whereby businesses and factories employ children because they can pay them less than adults and because children are young, defenseless, and docile and may be bullied into doing work they should not be doing or into working long hours;*
- *vulnerable children being coerced into illegal activities, such as drug smuggling;*
- *trafficking or criminal practices, such as commercial sexual exploitation;*
- *discriminatory practices in society and in education, for example against girls or certain population groups, such as indigenous peoples;*
- *lack of acknowledgement of the problem of child labor by some governments, other socio-economic and political actors, and even the public at large, and a failure to deal with the issue as a priority;*
- *lack of social protection programs through which poor and vulnerable families could access government and local authority support, particularly in times of difficulty;*
- *the death of parents or guardians from HIV/AIDS, creating a new generation of child-headed households;*
- *armed conflict, with children forced to take up arms or provide other forms of military support;*
- *the absence of an organized workforce in informal economic sectors where child labor is prevalent, reinforcing the employment of children to the detriment of adult employment and the continued erosion of working conditions and basic rights;*
- *any combination of the above or other phenomena that either encourage or oblige children to leave their childhoods, education, and family behind and enter the labor market.*

³ ILO, The end of child labor: within reach, Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, Geneva, Switzerland, June 2006, www.ilo.org.

The consequences of child labor for children

Because children differ from adults in their physiological and psychological make-up, they are more susceptible to and more adversely affected by specific work hazards than adults. Not yet matured mentally, they are less aware of the potential risks involved in the workplace. The effects of hazardous working conditions on children's health and development can be devastating. The impact of physically strenuous work, such as carrying heavy loads or being forced to adopt unnatural positions at work, can permanently distort or disable growing bodies. There is evidence that children are more vulnerable than adults to chemical hazards and that they have much less resistance to disease. The hazards and risks to health may also be compounded by the lack of access to health facilities and education, poor housing and sanitation, and inadequate diet.

Children are much more vulnerable than adults to physical, sexual, and emotional abuse and suffer worse psychological damage from being denigrated, humiliated, or oppressed and from working in environments that are exploitative, dangerous, and isolating. Children who suffer ill-treatment, abuse, and neglect at the hands of their employers may, as a consequence, find it very difficult to form attachments with and have feelings for others. They may have problems interacting and cooperating with others and attaining a real sense of identity and belonging. They often lack confidence and have low self-esteem. These vulnerabilities are particularly true for the very young and girls.

Children are much more vulnerable than adults to physical, sexual, and emotional abuse

Children who work do not have the opportunity to participate in activities that are a crucial part of growing up, such as playing, going to school, and socializing with their peers. They do not obtain the basic level of education that is needed to cope in life. When these activities are abandoned in favor of work, children are pushed into adulthood before they are ready.

All children, regardless of race or social and economic status, are entitled to enjoy their childhood years and to grow up fully and naturally. All have the right to love, education, and protection. Understanding these rights is the first step in preventing child labor and providing children with education so that they can look forward to a better future.

What can be done to prevent, reduce, and eliminate child labor?

Education is the key

Education has been the main tool of intervention in addressing child labor since the issue was first identified by industrialized countries in the nineteenth century. It is pivotal to eliminating and preventing child labor, to establishing a skilled workforce, and to promoting development based on the principles of social justice and human rights. There

has been progress in recent years in raising public consciousness of the problem of child labor, of its pervasive and tenacious nature, and of the fact that it is growing in some areas of the world, for example, in parts of sub-Saharan Africa. USDOL and major UN and other international agencies, including Winrock, are now working together. These bodies and organizations have acquired significant experience in using education as a principal means of combating child labor, for example, through providing non-formal education opportunities, mainstreaming former child laborers into formal education, and building national alliances to make education policies and systems more responsive to children at risk.



With the right kind of education and support, children and youth learn to overcome challenges and encourage each other to succeed

Global efforts to achieve Education For All (EFA) and the progressive elimination of child labor are therefore inextricably linked. On the one hand, education is an essential tool in preventing child labor. Child labor is a major obstacle to the achievement of EFA, since children who are working full time cannot go to school. The educational achievement of those who combine work and school will suffer, and there is a strong likelihood that they will drop out of school in order to go into full-time employment. Since most, if not all, of the more than 76 million children not attending primary school are child laborers, efforts to achieve universal primary education must go hand in hand with efforts to eliminate child labor. Special measures must also be taken to address barriers to girls' education, in particular girls' work, since nearly 60 percent of the children denied an education are girls.⁴

Governments, the social partners, civil society, local, regional, and national education authorities, teachers, parents, communities, and other actors need to work towards the reduction of child labor through increased enrollment and completion rates for (former) child laborers and children at risk, and through the provision of life skills and livelihood training for older children.

Barriers to education

Primary education in most countries is not completely free, and in most developing countries schooling is not accessible to all children. Parents who send their children to primary school must shoulder numerous indirect costs, such as for uniforms and textbooks. Furthermore, they incur the opportunity cost, which is the wage that the child would earn if she or he was working instead of going to school. Still, while poverty is an important "pull" factor, dragging children prematurely into the labor market, there are also important "push" factors, particularly social exclusion, within the education system itself or within the community. Barriers to girls' education are even greater. For example, in some parts of the world, it is not considered appropriate for girls to be seen in public or to walk to school, owing to the distance or fear of assault. In addition, schools in some countries do not have adequate sanitation facilities for girls, which may also affect their attendance. Some parents may not send their daughters to school if there is not a female teacher. Others may view education as promoting behavior unfavorable to their daughters' future marital prospects.

The urgent need for education policy reform

Investments in primary education need to focus more on children at risk and initiatives need to offset the opportunity cost for very poor families. Not taking these children into special consideration will jeopardize the goal of achieving universal primary education by 2015. Furthermore, in a number of countries, many children face the problem of a lack of options available to them beyond primary education.

The UN Millennium Development Goals (MDGs) and EFA focus exclusively on the provision of universal primary education, which usually involves children up to the age of 12 or 13. However, if the legal minimum age of employment in a country has been set at 14 or higher, what are children supposed to do for the intervening years? Secondary education is not always available, particularly in rural areas, and in many developing countries it is expensive and beyond the reach of most poor families. This issue needs to be addressed to ensure coherence between compulsory education and legislation governing the minimum age of employment.



Education for all children and the establishment of a properly resourced, accessible, and quality education system in every country worldwide is an ideal to which the international community has aspired for many years and which coalesced into the global EFA initiative. If the aims and objectives of EFA could be achieved, then children would not need to work to support themselves and their families. Girls would enjoy the same educational opportunities as boys. Decent work opportunities would grow exponentially. Children, young people, and previously uneducated communities would have a better understanding of their rights in society and in the workplace. Even if only some elements of the EFA initiative are achieved, the situation would improve for children at risk of entering the worst forms of child labor.

Winrock encourages and supports community-based education programs to reduce child labor

⁴ "Children out of school: Measuring exclusion from primary education," UIS-UNICEF, 2005

Clearly, for education to play its part in the elimination of child labor, problems in education systems need to be addressed. This means improving the quality of education and directing resources to increasing access to schooling for all children, including child laborers, while ensuring that the school environment, particularly the learning environment, is inclusive and strong enough to persuade children to remain in school until they graduate. The learning environment itself requires significant attention, for example, improving the quality of teacher training, increasing the number of teachers and classrooms to reduce overcrowding, and increasing the availability of materials, such as textbooks.

In addition, it is vital that the parents of out-of-school children are convinced of the advantages of education in improving their situation and helping them to break out of the poverty cycle. Interventions must be accompanied by measures to alleviate poverty and offset the loss of income engendered by children going to school instead of to work.

Global collaboration is essential

Efforts need to be conducted within a strong framework of national policy development and reform, first to improve basic education and later to reform secondary and tertiary education. Preparing young people for the world of work, discouraging premature entry to the workplace, highlighting the dangers of the worst forms of child labor, and ensuring a smooth transition from school to work should all be fundamental objectives of education systems in the prevention of child labor. Success of this ambitious endeavor depends on partnership, cooperation, and mainstreaming.

The elimination of child labor has been hampered in the past by a lack of coordination, coherence, and support among various interrelated global development initiatives, in particular the Poverty Reduction Strategy Papers (PRSPs), EFA, and the MDGs. This is most clearly demonstrated by the absence of indicators on child labor in these development initiatives. Therefore, one of the first steps to be taken in combating child labor in a sustainable manner is to mainstream the issue in related development programs, particularly those dealing with education and poverty.

The establishment of the Global Task Force on Child Labor and Education in November 2005 and the growing body of evidence and research linking poverty alleviation and improved education to the prevention and elimination of child labor reinforce the importance of ensuring that education policy development and reform target out-of-school children and of putting in place systems that will bring them back into mainstream education and encourage them to stay there. Documenting good practices in eliminating child labor through education and training has been identified by the Global Task Force as an important means of ensuring greater coherence between international and national development policies and programs. For the Task Force's founding meeting in Beijing, China, a special interagency publication on emerging good practices was produced.⁵ The document underscores the need for the international community to learn from a broad range of programs carried out by different partners in the field of child labor, including the Winrock CIRCLE initiative.

Encouraged by CIRCLE's experiences and best practices in reducing, preventing, and eliminating child labor through education, Winrock intends to explore closer collaboration with the Global Task Force. It is vital that the experience gained from direct interventions in different countries, working with marginalized children and their communities, lead to the creation of a critical mass to support and inform the development and implementation of coherent policies and programs focusing on education, child labor, and poverty alleviation at both national and international levels.



Educating children gives them choices and improves their chances for success

The elimination of child labor has been hampered in the past by a lack of coordination, coherence, and support among various interrelated global development initiatives

⁵ ILO, Emerging good practices in the elimination of child labor and the achievement of education for all, November 2005, Geneva, Switzerland.

What is a “best practice”?

In the fall of 2006, Winrock held a workshop in Arlington, Virginia for CIRCLE staff from headquarters and the field. Participants, including Regional and Deputy Regional Managers from Africa, Asia, and Latin America, focused on a number of issues relating to the identification and documentation of best practices. One specific outcome of the workshop was a clear definition of what is meant by a “best practice:”

In the context of the CIRCLE project, a best practice is an aspect of a project that has been effective in preventing or reducing child labor and is an inspiration to others.

Participants acknowledged the challenge of establishing models for replication in reducing or preventing child labor through education and skills training. It would be unrealistic and potentially counterproductive to promote a “one size fits all” approach to the global problem of child labor and the provision of education. A best practice is not meant to be all things to all people. A best practice need not represent a whole project since even if a project had limited success overall, there might still be practices that it developed or applied that merit being highlighted and replicated. A best practice can be anything that contributed in some way to achieving a project’s goals. This is particularly important as analysis has shown that a combination of measures is almost always required in reducing, preventing, or eliminating child labor through the provision of educational and training services. Thus, when studying the best practices included in this document, consider how they can be matched, adapted, or integrated into new project approaches.

BACKGROUND

Winrock CIRCLE Project

In presenting the Winrock CIRCLE project, it is important to place it first in the context of the international program that has given life to it and many other programs critical to eliminating and preventing child labor: the Child Labor Education Initiative.

Child Labor Education Initiative

In 2001, USDOL/ILAB/OCFT launched the Child Labor Education Initiative (CLEI) to support international efforts to eliminate exploitive child labor through programs that would improve access to basic education in international areas with a high rate of abusive and exploitive child labor. The Child Labor Education Initiative was mandated by Congress in 2001 and executed by the International Child Labor Program (ICLP) every year thereafter. By increasing access to basic education, DOL-funded projects help nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor in geographic areas or economic sectors with a high incidence of exploitive child labor. To achieve these goals the ICLP, now the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), was built on four pillars (with a fifth, Action Research, added in 2007):

Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructure

This pillar picks up on two global initiatives of major significance for the elimination of child labor: Education for All (EFA) and the UN's Millennium Development Goals (MDG) on universal basic education. Its objective is to ensure that child labor is more effectively mainstreamed in these two initiatives by stressing the importance of including this marginalized group of children in educational plans and programs. It also aims to impress upon parents the value of sending their children to school rather than to work and to mobilize other actors to join in a partnership to improve schools and the school environment for all children.

Developing formal and transitional education systems that encourage working children and those at risk of working to attend school

Child laborers have very special educational needs as some have never attended school or have been there so infrequently that they are far behind their peers academically. Some encounter ostracism or discrimination when they enter school, and others are so used to working that they have a difficult time adapting to the formal school environment. The program therefore aims to strengthen the capacities of transitional and formal education systems to support the academic performance and success of former child laborers or children at risk. It also aims to support the adaptation and development of quality curricula that meet the needs, expectations, and life experiences of these children and to work closely with school administrators, teachers, parents, and communities to ensure that education is seen as relevant to the socio-economic needs of the community.



Strengthening national institutions and policies on education and child labor

Although many countries have institutions, programs, and policies on education and child labor in place, there may be lapses in the effective enforcement of child labor and compulsory education

The CIRCLE project provided children with education, which taught them necessary academic lessons and life skills

laws. The Child Labor and Education Initiative aims to reinforce national capacities in this respect and to monitor the academic progress and achievement of children removed from child labor and of those at risk of entering the labor force.

Ensuring the long-term sustainability of these efforts

Sustainability of programs at the financial, institutional, community, and family levels is critical to ensuring their effectiveness and long-term impact on child labor elimination and prevention. The EI aims to achieve this by promoting country ownership of programs and by encouraging increased use of host country resources in the financing, planning, and implementation of education programs.

The EI, therefore, works towards making education meaningful, relevant, and useful for (former) working children and recognizes that adolescents need vocational and training support to help them access decent work opportunities. In addition, the initiative seeks the involvement of families, teachers, and communities in awareness-raising activities on the dangers of child labor and the importance of education and skills training in order to encourage all children to enroll and remain in school. It also works with families to set up alternative income-generating schemes that could help offset the loss of income of (former) working children. In order to measure the impact of these efforts, the EI program places considerable emphasis on establishing workplace and community-based monitoring systems to track the working and educational status of beneficiaries.



The EI program helps thousands of children from diverse communities around the world

Similarly, capacity-building at the national and local levels is crucial to sustainability. Governments need to commit to investing their own resources in projects and programs that aim to combat child labor and improve access to and the quality of education. Therefore, the role of EI-funded projects is to develop pilot initiatives engaging communities and governments at the local and national levels and building local and national ownership and commitment to sustain these efforts once the project is completed. The EI places special emphasis on awareness-raising, as this plays a key role in helping individuals and communities to understand the devastating effects of child labor and the importance of quality basic education and then to support policy change and government ownership.

Innovative approaches to eliminating child labor through education

Winrock International's Community-based Innovations to Reduce Child Labor through Education (CIRCLE), funded by the USDOL EI, was launched in 2002 to develop and document best practices in community-based educational projects aimed at reducing and preventing child labor. A second phase of the project, CIRCLE II, was launched in 2004. CIRCLE works closely with local community-based non-profit organizations that have demonstrated capacities in designing, improving, and promoting innovative and community-based pilot projects that address the prevention or reduction of child labor through education in the following countries:

African region: *Côte d'Ivoire, Ethiopia, Ghana, Kenya, Malawi, Mali, Morocco, Senegal, Sierra Leone*

Asian region: *Bangladesh, Cambodia, India, Nepal, Pakistan, Philippines, Vietnam*

East European region: *Albania*

Latin American region: *Bolivia, Brazil, Ecuador, Guatemala, Nicaragua, Paraguay, Peru*

Winrock took advantage of its worldwide field presence and networks to ensure the diversity of its partners and thereby produce a wide range of locally generated solutions to the problem of child labor. Through its broad-based networks, Winrock has recruited and worked closely with child labor experts and other specialists who have contributed in a volunteer capacity to the Regional Selection Committees. Each Regional Selection Committee reviews the proposals submitted on a competitive basis and made its recommendations accordingly.⁶

⁶ Members of Regional Selection Committees during the project were anonymous to ensure objectivity and impartiality and were not affiliated with any funding applicant.

Within the overall framework of CIRCLE, Winrock designed and implemented a special pilot project based in West Africa entitled Child Labor Alternatives through Sustainable Systems in Education (CLASSE) to provide training and educational alternatives for children engaged in or at risk of harmful work in Côte d'Ivoire and Mali. In keeping with CIRCLE's overall objectives, CLASSE has used an integrated approach combining basic educational tools and services with non-formal and vocational training to build diverse skills, including agricultural techniques, thereby offering alternatives to child labor and building a skilled workforce in the communities concerned. Such has been the success of CLASSE that it attracted additional financial support in Côte d'Ivoire from the World Cocoa Foundation, Mars, Incorporated, the Norwegian Association of Chocolate Manufacturers, Cloetta Fazer, Finland, and R.C. Purdy's, among others in the chocolate industry, concerned with addressing child labor issues in cocoa growing communities in Côte d'Ivoire through educational alternatives. This additional support contributed to the strengthening of vocational training programs in community schools, micro-credit programs for the communities involved, and technology transfer for improving crop diversification in cocoa-growing areas.

CIRCLE has stressed sustainability and quality by documenting best practices from among the wide range of community-based projects, particularly by identifying elements that might be replicable elsewhere and that could inform the design and implementation of similar child labor elimination and prevention programs. Sharing success stories, best practices, and model programming substantially increases understanding of the complexities of responding to child labor and how to take effective and sustainable action. Winrock's multidisciplinary approach to assessing program impact and the replication and scaling-up of projects has been critical to the success of CIRCLE.

Capacity-building at
national and local levels
is crucial to sustainability

Over the last five years, CIRCLE's comprehensive global child labor program has funded 101 projects undertaken by 88 community-based organizations in 24 countries, the results of which have all contributed to this important child labor knowledge resource. These projects have all addressed various forms of child labor and provided direct education and training alternatives to over 24,000 children who were either withdrawn from or prevented from entering situations of child labor. Furthermore, the project raised awareness of the dangers of premature entry to the workplace and the importance of education among at least 40,000 other individuals, including children, parents, and community leaders.

BACKGROUND

CIRCLE as a Model of Best Practice

This Winrock publication has multiple roles:

- *to serve as a practical tool to inform, support, and shape the work of national and community-based organizations active in the field of child labor prevention and education worldwide;*
- *to act as a source of information on the close interrelationship between child labor, education, and poverty alleviation;*
- *to support the role of national and international development networks in reinforcing this link and ensuring greater coherence in the development and reform of policy and programs of action;*
- *to present CIRCLE as a model of best practice for donor organizations and major international non-governmental organizations (NGOs) that fund these types of activities.*

The CIRCLE concept has been successful in raising awareness of the dangers of child labor and of the effectiveness of education as a means of reducing and preventing it and in encouraging a range of partners to design and implement local community-based projects.

Winrock would like to encourage donors, organizations, and agencies from a broad range of backgrounds and countries to analyze the CIRCLE approach, to recognize its value in helping exploited children, their families, and communities, and to look favorably on developing, implementing, and funding similar approaches in different parts of the world through ongoing funding cycles and project partners. A main element of the CIRCLE mission has been to inform and inspire. The best practice descriptions below aim to stimulate interest in the adaptation and replication of the CIRCLE model on a wider global scale. As in all best practice approaches, exact replication may not be possible nor desirable in different environments and circumstances. However, Winrock believes that others can benefit significantly from learning more about the various elements of the model outlined herein and considering how these might be adapted to various contexts to take on child labor through education.

Knowledge creation and management

CIRCLE was designed from the outset to make a significant contribution, based on experience and expertise, to the body of knowledge on targeting the problem of child labor through local community-based education and training interventions. Its aim was to work closely with NGOs, which are at the heart of the CIRCLE concept, to stimulate the design, implementation, and follow-up of innovative, inexpensive, and/or creative projects at the community level in different countries

Winrock-USDOL collaboration

Winrock International worked closely with USDOL's OCFT EI program in elaborating the CIRCLE concept. An important component of the USDOL EI approach is to identify programs or activities that work and ways of encouraging their replication, and CIRCLE was seen as critical to this broader strategy. These objectives reinforce the need to maintain an integrated process of knowledge creation and management, the foundation of CIRCLE.

In this endeavor, Winrock benefited significantly from the support, vision, and collaboration of a strong donor organization: the USDOL OCFT EI program. This initiative is particularly important from a global perspective as it seeks to establish complementary programs focusing on education as the entry point of intervention to support ongoing ILO-IPEC projects, including national time-bound programs. This enhances the potential impact of programs, ensures closer collaboration between implementing partners, and encourages more effective sharing of knowledge, capacities, and resources to achieve the goals of the reduction, prevention, and elimination of child labor and the systematic documenting of best practices in achieving these goals.

As a platform on which to build the CIRCLE approach, the EI proved very effective. While similar development programs might not exist in other countries, it is possible that donor agencies might have funding programs that focus on interrelated areas, including education and child protection, and these could support knowledge-based programs along the lines of the CIRCLE concept, with a special focus on child labor. It is important to engage donor organizations more fully in project design, implementation, monitoring, and follow-up, as this encourages constructive dialogue with the implementing organization and also helps donors to consider new areas of program funding. Many agencies are open to such areas of constructive dialogue, and implementing organizations can offer significant support to global child labor elimination by informing funding decisions.

Organizations interested in learning more about the USDOL OCFT EI should visit the website: www.dol.gov/ILAB/programs/iclp/technical_assistance_Education_Initiative.htm.

and to highlight elements of projects that could potentially be adapted and replicated elsewhere. In addition, in underlining what works in education and training for these disadvantaged children, CIRCLE is intended to inform high-level policy debate on education, training, and social protection.

“Innovation” in its literal sense of “something new or different” is a challenge. Innovation can and should occur in the process of adapting a particular project component, or “best practice,” to suit local circumstances and situations. Many of the CIRCLE best practices are innovative in the sense of introducing approaches for the first time in a new context. Such innovations need to be preceded by an appropriate level of in-depth research, preparation, and planning, which should include adapting tried and tested activities.



Development practitioners should design their programs so that they impact as many people as possible

The aim of this publication is to provide organizations with detailed practical information that will assist them in identifying what works and how and to point out the pitfalls and challenges. While the Winrock approach is global in outlook, the concept can also be applied at the regional, national, or local level. The ultimate objective remains the same — that of creating, managing, and disseminating knowledge. One of the challenges is how to ensure that best practices of a project are documented, collected, and analyzed, and how this knowledge can then be packaged and disseminated most effectively to other practitioners in the field and used to inform policy debate. An additional challenge is building close working relationships with NGOs, particularly those with experience of working at the community level, to support their lead role in designing and implementing projects, and to reinforce their sense of ownership of the overall program.

The main elements of CIRCLE are highlighted below:

Preparation

Extensive preparation is required in putting together a project of this size and potential impact. CIRCLE was conceived within the framework of a major funding program, the USDOL EI (see box, p. 20). Any organization considering a similar approach needs to identify a potential funding source and develop a detailed and well-researched project proposal. This can take a long time and involves dialogue with funding agencies, as well as identification of countries and areas of implementation and the elaboration of effective strategies, including clear indicators, identification of direct and indirect beneficiaries, strategies for sustainability, detailed budgets, expected outcomes, activities that will be implemented to achieve these, and so on. The project application may be part of a competitive bidding process, which means it may not even succeed in attracting funding. Organizations need, therefore, to be very well prepared, to have the capacity to withstand the length of time it will take from design to implementation and the costs involved (both human and financial), and to be aware that the funding application might not succeed.

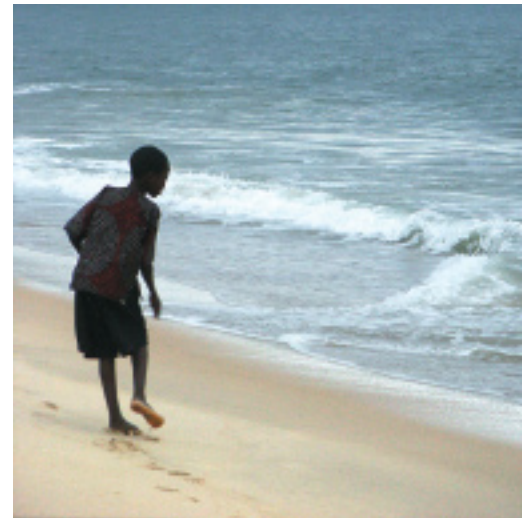
The development sector is highly competitive and increasingly challenging for NGOs. Donor agencies frequently use competitive bidding, requiring detailed, thoroughly researched and well-written project documents. While this might disadvantage smaller and less well-resourced organizations, it does reinforce the need for preparation and for organizations to be more focused on detail, clearer in their strategies, and able to budget these realistically. Good preparation ultimately benefits the implementation, outcomes, and sustainability of a program.

Establishment of institutional management structures

Important elements of the success of a project of this nature are focused human resource planning and the establishment of appropriate institutional structures to manage and coordinate activities. Through its extensive global presence and experience, Winrock managed the execution of pilot projects and coordinated the documentation and collection of information and analysis of what worked, what did not, and why. This involved hiring staff to coordinate activities from its existing regional offices: in Mali for the program in Africa; in Nepal and the Philippines for the program in Asia; and in Brazil for the program in Latin America. Regional staff oversaw activities and worked with staff from other Winrock country offices to ensure knowledge collection. They also reported to an overall project director based in Winrock's office in Washington, who coordinated the strategic, management, and technical aspects globally. Winrock also appointed a project manager based in its Washington office experienced in child labor, education, and sub-contract management.

Staff responsibilities included establishing and maintaining good working relations with the sub-contracted NGOs and fostering a shared sense of ownership and solidarity within the overall project.

By establishing a strong management structure for the project, both in the field and at headquarters, Winrock was able to ensure communication and coordination of activities, rapid response and feedback to the field projects, and the development of a broad-based network of individuals and organizations. The project director fostered a spirit of trust, respect, and solidarity with relevant agencies at all levels, especially ILO-IPEC, which was very important in establishing synergy and sharing resources. This also helped in defining the longer-term vision and best-practice sharing and dissemination strategy.



A well-coordinated program can reach many underserved children

Selection of countries

To some extent, countries need to be selected on the basis of the experience, expertise, and existing institutional structures and networks of the organization implementing the overall project. Winrock's strategy for choosing target countries included a plan to ensure regional and country diversity. Recognizing that too broad a project would compromise its depth, Winrock developed an initial list of around 20 target countries that had a high incidence of child labor. Organizations considering the CIRCLE approach should beware of overreaching their capacities to implement, manage, or coordinate activities effectively and avoid creating expensive and bureaucratic structures that cannot be sustained at the end of the project.

Field project coordination

Winrock project staff, in consultation with Regional Selection Committees, drew up the selection criteria for the child labor projects and developed the format and content of requests for proposals. Field staff oversaw translation of the requests for proposals into relevant languages and disseminated these through existing networks of contacts and partners. The competition for project funds in each region was divided into subject areas based on USDOL EI's four main objectives (see pp. 17-18). Proposals had to indicate clearly which of the five subject areas they proposed to address: public awareness; educational quality; policy environment; sustainability of effort; or monitoring and measurement techniques.

In its two phases, CIRCLE sponsored several rounds of proposal requests, and projects were of varying lengths and monetary amounts. Winrock strove to capture diversity in the respective countries and in areas where the incidence of child labor was relatively high.

The practice of offering funding of various monetary amounts and timeframes was specific to CIRCLE and based on USDOL guidelines. Small, medium, and large projects ranged from 6 to 24 months. Within Winrock's guidelines, it was up to the applicant to design and propose the duration of the project and the level of funding needed, depending on its content, aims, and objectives. Once projects were approved, Winrock organized Regional Launch Meetings with the successful NGOs to provide orientation and training in the project guidelines, to foster relationships between them, and to enhance networking and knowledge-sharing among advocates for the elimination and prevention of child labor at various levels.

The launch meetings were also used to provide training in managing, implementing, and reporting on projects according to standards set by Winrock and USDOL, the donor to which reports ultimately had to be submitted. Winrock was again able to draw on its expertise in capacity-building and training to develop a range of modules for the NGOs and community-based organizations involved in CIRCLE, covering such issues as child labor monitoring, sustainability, and writing spotlight stories and best practices. The meetings also enabled the NGO partners to gain a better understanding of the best practices approach in sharing success stories and lessons learned from their work. Furthermore, the launch meetings were used to raise awareness, in particular involving the media from the region.

Strong working relations with sub-contracted NGOs

Winrock forged close working relations with the sub-contracted NGOs (implementing partners) and built a shared sense of ownership and partnership. This was achieved by placing the NGOs themselves at the heart of the approach and maintaining regular communication with them through various mechanisms, including project site visits. Through workshops and its participatory approach, Winrock actively promoted sub-contracted projects and the NGOs in the individual countries, including among other stakeholders, such as local, regional, and national authorities, the ILO, and other international NGOs.

The CIRCLE concept arose from the belief that community-based organizations already working in the field of education and/or child labor should be supported through funding opportunities to explore their own innovative ideas and methods for tackling child labor. Winrock's main focus as coordinator, therefore, was to offer encouragement and support to its partners and to reinforce stakeholder ownership by emphasizing that the sub-contracted projects would contribute to sustainability through the documentation and publication of their best practices. Without the work and ideas of all these partners, this publication would not exist to inspire other organizations around the world to take up the cause of working children. One of the creative ways in which these ideas were captured was through the submission of "spotlight stories" in which the sub-contracted NGOs presented the human face of their projects and the impact of the projects on the lives of those involved.

Thus, organizations came to realize the importance of improving their reporting capabilities as a means to support the dissemination of best practices. The close relationships developed between Winrock and its partners helped to strengthen the overall project, as the sub-contracted NGOs realized that they were a critical part of Winrock's objective to develop a best practice tool that would have widespread global import. In this way, Winrock established a bond of trust with its partners whereby it was seen as much as a sister organization as a funding agency.

In addition, participating NGOs benefited significantly from Winrock's detailed financial and programmatic reporting requirements and training in this area, as fulfilling these often led to increased capacity and professional development, which led, for example, to qualifying for funding from other sources.

Urgent action projects

In addition to the major award cycles, Winrock also put in place special announcements for so-called "urgent action" sub-contracts. The amount for these sub-contracts initially varied from US\$1,000 to \$3,000 and was raised to US\$5,000 in subsequent years. These small sub-contracts of one to three months were made available to organizations that identified the need for urgent interventions.

Process of project selection

Winrock's regional managers screened project applications and rated them against the basic pre-qualification criteria of:

- *demonstrated financial viability;*
- *official local registration in the host country;*
- *the existence of a bank account in the organization's own name;*
- *potential for sustainability through local contributions or other resources (at least 10 percent match funding);*
- *demonstrated experience in education programs and commitment to the elimination of child labor.*

Proposals that met the basic criteria were reviewed by the Regional Selection Committees, which made recommendations for awards. The project director and manager based in the United States reviewed these recommendations based on CIRCLE criteria, goals, and objectives, arranged for background checks to be carried out, and made a final list, which was presented to USDOL for approval before the awards were made.



The Regional Selection Committees consisted of representatives of partners and stakeholders, including: volunteer experts in formal and non-formal education systems; specialists in child labor issues; national line ministries such as education, labor, women and children, and trade; teachers; civil society organizations; and international organizations. NGO representatives recruited to serve on the committees could not be officially affiliated with any of the organizations that had applied in the competitive bidding process.

Peer reviews identify the best practices of each project

Each project proposal was reviewed by at least two members of the relevant Regional Selection Committee and was rated based on the point system and criteria drawn up during the preparatory phase. The committee made sure that the range of project types and geographic diversity fulfilled the CIRCLE project goal of producing best practices and replicable project models.

Development of a dedicated project web site

As part of its awareness-raising and communication activities, Winrock created a detailed website for CIRCLE at <http://circle.winrock.org>

The site served multiple purposes, including:

- *raising awareness of the problem of child labor and the role of education as an effective intervention;*
- *providing details of the CIRCLE concept and project approach and strategies, including by region;*
- *providing details of each implementing partner and its project aims, objectives, and activities;*
- *announcing requests for proposals, including providing downloadable request forms and model applications;*
- *publishing spotlight stories from projects around the world to provide detailed insights into achievements in different countries and to promote the work of the implementing partners;*
- *publishing regional newsletters to highlight developments in the participating projects and to share information and lessons learned;*
- *fundraising, with a page through which individuals can make financial contributions to Winrock International and specifically to the CIRCLE and CLASSE projects.*

Peer review and evaluation of best practices

A significant output of the overall CIRCLE project was the documentation of best practices in using education to combat child labor. Winrock therefore spent considerable time and effort in designing an evaluation process to review the content and outputs of each project and to rate these against clearly identified criteria. In order to ensure greater objectivity in the evaluation process, Winrock, through its field and headquarter contacts and networks, established informal groups of volunteer peer reviewers in the different regions. These groups included Winrock staff, academics, international and national NGO activists, international agency officials, specialists in child labor and education, and consultants. These volunteers reviewed projects and reports, identified best practices, scored these according to a detailed rating system, and highlighted lessons learned.

Peer reviewers were contacted individually to ensure that they were comfortable with the process and fully accepted the responsibility. These personal contacts were vital in ensuring a strong evaluation process and in further reinforcing national and international networks. Following each review process, Winrock maintained contact with peer reviewers, including through personalized acknowledgement (See Annex III for a list of Best Practices Reviewers).

For each project, reviewers received a range of relevant documents, including monthly, mid-term, and final reports, as well as copies of spotlight stories and site visits. Reviewers were asked to evaluate elements of the project that they had identified as potential best practices and rate these against six criteria that would be used in the comparative analysis at the end of the process: effectiveness; innovation; educational and/or vocational relevance; stakeholder involvement; replicability; and sustainability. For each criterion, quantitative and qualitative indicators were provided to facilitate the task of reviewers.



CIRCLE projects have generated Best Practices from rural, peri-urban, and urban communities from around the world

Peer reviewers were contacted individually to ensure that they were comfortable with the process and fully accepted the responsibility

Winrock also provided peer reviewers with an opportunity to express more general or specific comments about a particular project or aspect of a project, and to extract lessons learned. The approach of using peer reviewers is particular to the CIRCLE concept and proved effective not only in defining a process through which the practices themselves could be identified and rated according to a scoring system, but also in raising awareness of the success of the various projects and promoting the overall project through a network of specialists in the field. The process of involving peer reviewers served to inform and influence potential agents of social change in different countries and at the international level, an innovative approach in itself. It has led to the establishment of an effective network that will continue to support child labor activities beyond the life of the CIRCLE project.

Concluding comments

The founding principles of the Winrock CIRCLE concept are the empowerment of communities to better protect the health, interests, educational opportunities, and therefore the future of their children, and to put in place systems to support these efforts even after projects have ended. CIRCLE has achieved this primarily through informing and influencing stakeholders and partners at all levels, from children in the community to policy-makers in government. The resource it has generated has been the creation and dissemination of knowledge and therefore understanding.

With these principles in mind, Winrock, both as an individual organization and as part of the wider global movement to combat child labor, sought the involvement and support of others through a process of regular and open dialogue, including with those agencies experienced in the field of child labor and education, and maintained close communication with the donor and the end beneficiaries. The approach of enlisting the support of experienced individuals to evaluate, review, and rate best practices instituted transparency in identifying what worked and therefore in reinforcing the quality and objectivity of the final outcome. The high level of stakeholder and partner involvement encouraged a greater sense of ownership of the project and its outcomes within and outside the organization. Above all, any organization considering adapting such an approach should keep in mind the overriding principles of shared ownership, consultation, and dialogue. Adherence to these principles will ensure high quality project activities and outcomes and broad acceptance at all levels of the end results.

Project Design Guidelines

1. Introduction

This publication highlights best practices that have been found to be effective in assisting children involved in or at risk of child labor, their families and communities.

This chapter makes use of the CIRCLE partners' experience in effective project design and should enable other organizations to "climb the learning curve" more rapidly and pre-empt potential challenges. The guidelines are intended to streamline the project design process to allow activities to get up and running more rapidly and to ensure that monitoring and follow-up are built in at an early stage. Most important, the design guidelines have been drafted with the sustainability of project outcomes in mind.

Note:

In an ideal world, children would not be forced to work, would have access to free state education of good quality, would be afforded all their rights, and would enjoy a fulfilled and happy childhood. Unfortunately, it too rarely happens that way. The ultimate goal of full implementation of international and national legislation protecting children's fundamental rights will not be achieved overnight. However, organizations working towards this ideal must persevere, even if it means in the short term that children may have to combine work and education. However, this compromise should only be accepted under exceptional circumstances, such as extreme poverty, in the case of child-headed households, or where the parents will only allow the child to go to school if he or she also continues to work. In such cases, the greater good must be considered, that is, that the child benefits from at least some form of education. Such situations require continuous monitoring, with an eye to removing the child from work completely as soon as it is possible. The optimum solution of complete withdrawal of children from work should be promoted constantly among all stakeholders, especially parents and employers.



The project design guidelines are as follows:

- *Integrated project design*
- *Taking care of the basics*
- *Creating an enabling environment*
- *Stakeholder involvement*
- *Intersectoral collaboration*
- *Partnerships, alliances, and networking*
- *Child participation*
- *Child labor monitoring*
- *Capacity-building*
- *Resource mobilization*
- *Sustainability*
- *Adopting a holistic approach*

Effective programs and activities pay attention to the needs of the community and respect local cultures

Integrated project design

Ultimately, a project is the sum of its parts, and if these parts are not designed and planned as an integrated whole, the project is unlikely to achieve optimum outcomes. Think of a project as a giant jigsaw with many distinct pieces making up the bigger picture. The bigger picture is the end result that the project is aiming to achieve. If pieces are missing, the picture will not be complete; if pieces are not designed to fit seamlessly together, the picture will be jumbled and incoherent.

The first step is to conceptualize the project in terms of approach, goals, and strategies. The most effective method of doing this is to constantly resort to the five Ws – who, what, when, where, why – and how. Responding to these questions will lead to more questions, which will ultimately lead to solutions through effective combinations of mutually supportive interventions.

First establish what the project wants to achieve and for whom (the target group). How might this be done most effectively and how might outcomes be sustained? These questions require careful analysis and the mapping of support services and existing projects in order to avoid duplication and waste of resources. The how is closely linked to the why. For example, if children are working and are not benefiting from an education, the most obvious question is “why”? It may require asking “why” time and again. For example:

- *Why are children working? Possibly because their parents insist that they go out to work.*
- *Why do their parents insist they work? Possibly because they worked themselves as children and they never benefited from an education and do not see any value in their children going to school.*
- *Why do they not see the value of education? Possibly because no one has ever taken the time to explain to them the value of children’s education and what it could mean to their future in the longer term.*
- *Why has no one ever explained this to the parents and their children? Possibly because they live in a poor urban area where there are few schools and limited access to other state services and the feeling is that the government does not care about them. Or possibly because they live in a remote rural area where there are few schools or teachers leave their jobs because they do not receive their salaries regularly and have no equipment or materials.*
- *Why does this social group feel that their needs and expectations are of no concern to local authorities? Possibly because these needs and expectations have not been made clear to the local authorities, and the local government has never been obliged to question its policies, programs, and resource allocation.*

By constantly peeling off the layers, it is possible to uncover the deepest roots of the problems facing the target group and to define an appropriate strategy to deal with them. When and where will then follow naturally.

Each project component needs to be analyzed in this way and then fit into the overall strategy. In so doing, it is possible to identify gaps, opportunities, and challenges. For example, if the target group is vulnerable by reason of poverty, lack of education, social exclusion, health-related issues such as HIV/AIDS, or a combination of these, the project would need to define how it will address these challenges. The challenges and the proposed interventions should be determined in close consultation with the beneficiary group.



By working systematically through these design guidelines, organizations should be able to develop the elements of a project that fit together to produce an integrated, holistic project.

Developing an integrated project design

In analyzing the substantial amount of material produced by the CIRCLE projects, some fundamental principles have emerged regarding how to put together an effective project strategy. These are set out below, not necessarily in any order of priority or sequence, as each project environment

Local policies can create an enabling environment for withdrawing children from the worst forms of child labor

is different. They may not all be relevant to all organizations in all contexts. They are intended to guide the process, not dictate it.

Conduct pre-project planning consultations with as many stakeholders as possible in order to identify the project's aims, objectives, and location(s). The choice of location and target group may be governed by the experience of the implementing organization or by other factors, such as government policies and programs.

Conduct a thorough survey of the project location to establish as much as possible about the environment, stakeholders, beneficiaries, and related socio-economic and political issues.

Identify the beneficiary group(s) and set out a process of selection of project activities through joint discussions. Ensure that those most in need and most at risk are among beneficiaries, particularly marginalized groups and girls. By involving potential beneficiary groups in the process, decisions will be seen as transparent and are more likely to be appealing to them.

Identify information and knowledge gaps and opportunities that are required to complete project design and planning, and implement appropriate research and survey activities to gather the necessary information.

Identify other development projects and organizations in place, including governmental and non-governmental projects and programs, and consider how best to coordinate with these.

Organize consultations with stakeholder groups (distinguish who stakeholders are besides beneficiaries), establish roles and responsibilities, and foster their ownership of the project.

Assess human and financial resource requirements for project implementation and whether additional resource mobilization, including in-kind contributions, will be necessary and how this might be done, for example whether community stakeholders might contribute.

Seek partnerships, where possible, in key service sectors, especially education, social welfare services, health, community development, children's and women's rights, and employment. Organize consultations to discuss project aims and objectives and how these might link into local, national, and international programs and initiatives, and to identify potential areas of synergy.

Organize consultations with employers in project location(s), especially those employing children, to analyze why they do so, to encourage them to stop, and to seek their support for children's education and training.

Discuss the project's aims and objectives with community groups, particularly children and parents, and clearly define their needs and expectations and how to address these effectively.

Establish joint stakeholder groups to participate in a range of project activities, including monitoring, management, awareness-raising, advocacy, communication, and support.

Carry out a needs assessment of each stakeholder group in terms of capacity-building and see what can be done within the framework of the project and where additional support should be sought, for example, through state education authorities, private sector businesses, and other national and international organizations and projects.

Consider how to incorporate meaningful child participation, including peer education where relevant, as a common thread throughout the project activities.



Projects should provide children with an encouraging and supportive environment

By involving potential beneficiary groups in the process, decisions will be seen as transparent and are more likely to be appealing to them

Explore ways that project outcomes can be sustained in the long term and ensure that appropriate measures and mechanisms are put in place to support sustainability.

Foster a sense of positive and constructive collaboration to ensure that issues and challenges are dealt with promptly and through consensus.

Ensure that all systems and processes are participatory, transparent, and ethically and morally acceptable to all. Decision-making should be as participatory as possible, without compromising the capacity of the project to achieve its aims.

Keep stakeholders and society in general informed through communication, awareness-raising, and advocacy.

Maintain good management and communication systems, ensuring that reporting procedures are followed and that practices are ethically and morally acceptable to all.

Plan and implement an effective and sensitive exit strategy whereby project outcomes can be sustained in the long term and stakeholders commit themselves to ensuring that beneficiaries continue to benefit from education and/or training and that mechanisms set up within the framework of the project continue to function.

Taking care of the basics

Defining the purpose of the project and establishing clear and achievable objectives to be implemented through relevant activities are the mainstays of the project design process. This process can be facilitated by applying the 5 Ws and how.

Who:

The project will be designed to benefit a particular target group. Beneficiaries may be selected on the basis of those most in need. This should be assessed through participatory and transparent means, such as discussions with community stakeholders, including parents and children. Consideration also needs to be given to the age and gender of the beneficiaries. Will the project, for example, focus primarily on girls or a mixture of girls and boys? Will it involve the youngest, most vulnerable children, older children, or a mix? The project may involve children working in a particular sector, such as child domestic laborers, sexually exploited children, trafficked children, child soldiers, and so on. Consider who will carry out the project. Will the organization implement the activities itself, including hiring new staff such as teachers and skills training instructors, or will it work with other partners, for example through sub-contracting?

A project's ability to achieve its objectives relies on meaningful stakeholder involvement. Community stakeholders are central to a project's sustainability. Efforts should therefore be made to analyze each project intervention and identify the different groups that it could affect, involve, or concern. Who the main stakeholders are will depend on the activity.

For example, if the focus is on primary education, the stakeholders will probably include schools, teachers, principals, children (in and out of school), parents, local education authorities, parent-teacher associations, student associations, remedial education support, examination bodies, social and health support services, and ministries of education.

Implementers must of course keep in mind the donor(s) supporting the project and their different requirements in terms of reporting, monitoring, evaluation, and follow-up.



Developing partnerships with other institutions and government authorities helps programs reach a larger number of people

Supporting disabled child laborers

Children are vulnerable to exploitation for any number of socio-economic reasons. They may come from impoverished families, they may be unable to access educational or training opportunities, or they may come from an indigenous or other population group that is marginalized or discriminated against. Some groups of children face multiple disadvantages in life that can exacerbate social exclusion and discrimination. These children merit special attention as they struggle to enjoy a normal childhood, and benefit from the same public services as other children.

Children with physical, mental, and emotional disabilities already face serious disadvantages compared with their peers. In some countries and situations, they may be left to fend for themselves on the streets, abandoned by families and by society generally. Denied access to health, education, and social services, these children try to survive by any means possible. Quite often they are used by poor families to beg on the streets.

CSID in Bangladesh identified this particularly hard-to-reach group and designed a project to withdraw disabled working children from the streets and provide them with access to education. As a first step, it launched an awareness-raising campaign in the community, involving interactive street theater written and performed by the beneficiaries. Audiences were asked to watch the play and remain for discussions with the actors based on questions designed to initiate debate on the issue of disabled children working in the street and child labor generally. Once people had been engaged on these issues, meetings were organized with stakeholders, including families, local government, schools, and teachers. Through this dialogue, disabled working children were able to go to school and a process was set in motion to train teachers in special education and to bring disabled children into mainstream education. Community stakeholder groups were established to monitor and support the beneficiaries.

The theater activities were successful in raising awareness, and performances at a major theater festival caught the eye of a group of members of parliament and theater and art professionals who appreciated their capacity and potential. CSID highlighted the challenges caused by the lack of clarity in the legal framework regarding access to education and pointed out the need to improve policy and programs for disabled children, particularly child laborers.

Many organizations work in the field of child rights and child protection, but few address the needs of those with multiple vulnerabilities, such as disabled working children. The project focused specifically on the empowerment of the children and helped them form a self-advocacy group. It succeeded in enrolling the beneficiaries in school and in having this fundamental right recognized by the local government. The capacity to scale-up this project is significant, and CSID is committed to continuing such projects in other areas of Bangladesh. By mobilizing a wide range of stakeholders and support groups, including local and school authorities, the potential for sustainability has been greatly increased.

What:

“What” concerns the project’s ultimate objective and the activities by which it will be achieved. Will it, for example, aim to withdraw children from situations of child labor or offer (former) child laborers and at-risk children a non-formal or remedial education program or skills training? It may be necessary to prioritize activities to focus on those that can be realistically achieved with the available resources and within the proposed timeframe. Consideration should also be given to what physical infrastructure, materials, and equipment may be required, such as the building or renovation of classrooms or training centers, the provision of school uniforms and stationery, or the installation of training equipment. Funding requirements will need to be estimated. At this point, organizations should establish what is known about the problems and challenges facing the beneficiaries and the nature of their environment. This should help in identifying both knowledge gaps and opportunities to carry out more focused and specific research.

When:

The timing, both in terms of start-up and completion dates and in terms of when during the year activities are best carried out, will need to be determined. In some cases, the timing of activities may be linked to factors such as school calendars set by education authorities or, in rural or agricultural settings, sowing or harvesting seasons. Follow-up should be built into the project timeframe and a reasonable time allowed for it towards the end of the project so that project results can be adequately assessed.

Where:

“Where” is largely determined by “who” the beneficiaries are. A project may be implemented across several locations, but proximity of education and training services to the beneficiaries is an important consideration. Existing support services or buildings, such as a community center that could be used for the project, may determine the choice of location.

Why:

This should be a question that an organization repeatedly asks itself, starting from the very conception of the project. An introspective look at the underlying reasons for mounting a project will provide an indication of stakeholder commitment and motivation. It will also contribute to reflection on the choice of beneficiaries and location and on the interventions identified. By continually asking this question at every stage of project design and development, organizations can constantly improve on the planning of activities, identifying additional stakeholders, assessing physical infrastructure, materials, and equipment required, content of education, skills training, and social protection services, implementation of activities, and areas of follow-up.

How:

The questions to ask here are: How will the project be designed, implemented, coordinated, monitored, and followed up? How will the project outcomes be sustained in the longer term? Every time an organization asks how a project component will be implemented and followed up, it is obliged to enter more deeply into practical detail. For example, if the main objective is to withdraw a certain group of children from child labor, the organization will need to consider how this can be done effectively to avoid further trauma to the children and how they will be accommodated, cared for, and rehabilitated afterwards.

Asking “the 5 Ws” throughout the project design process ensures that organizations work within their capacities and do not overreach beyond what they can achieve. The process also helps in identifying project activities that may need external support. Regular monitoring, evaluation, and follow-up will also enable organizations to adapt as conditions change and the situation evolves in the course of the project.

Most government institutions look favorably on projects that seek to further their policies and programs

Creating an enabling environment

An “enabling environment” is when all the necessary elements — geographical, physical, financial, cultural, and institutional — are in place to support the project’s activities and achieve a positive outcome. An enabling environment lays the groundwork for the project to succeed.

Identify the various elements that have an impact on the project’s enabling environment. Some of these may be outside an organization’s direct control, whether there are relevant national government policy and legislative frameworks or poverty reduction programs. Where these do exist, the project should seek to link into them and build partnerships with the government departments and bodies concerned. Most government institutions look favorably on projects that seek to

further their policies and programs. This should provide a supportive platform for awareness-raising, advocacy and social mobilization activities, particularly at a time when the EFA initiative, MDGs, and PRSPs are being implemented through policy development and reform worldwide.



Establishing or working with an existing school management committee can strengthen an education system

A project can benefit from and take advantage of an ideal enabling environment by:

- *ensuring that a clear project definition emerges based on a constructive dialogue with and the meaningful participation of all stakeholders;*
- *linking into a supportive political and legislative framework at national, regional, and local levels;*
- *ensuring that positive and supportive partnerships are established with relevant stakeholders and mobilizing intersectoral collaboration across relevant government departments and ministries at all levels;*
- *mobilizing all stakeholders to support project aims and objectives and assisting each group in playing its role in a responsible, meaningful, integrated, and participatory manner;*
- *ensuring that the project provides appropriate support, including capacity-building, to each stakeholder group;*
- *ensuring that beneficiary groups, especially children and parents, participate meaningfully in every aspect of the project;*
- *encouraging the community to develop a strong sense of project ownership;*
- *ensuring that an environment supportive of long-term sustainability of project outcomes is established.*

Realistically, it is unlikely that an ideal enabling environment will exist. Therefore, organizations should identify where the gaps, weaknesses, and challenges lie so that strategies can be developed early on to overcome them. For example, if problems with the birth registration process prevent at-risk children from accessing education and other vital social services, then creating an enabling environment would include convincing the local government to take on this issue. If the enabling environment is particularly weak, organizations may have to reconsider the feasibility of the project and decide whether to change the design accordingly or to change the location or beneficiary groups. A project that fails to achieve its objectives could leave beneficiaries feeling disappointed and with a sense of hopelessness, despair, and distrust of civil society bodies and local and national government. Organizations should be realistic and transparent in their pre-planning phase to ensure that they do not promise more than they can deliver.



Projects should provide appropriate support, including capacity building, to local communities

Elements to take into account when creating an enabling environment include:

Staffing and administrative arrangements:

Implementing projects can be time-consuming and can be a challenge for organizations that are either at some distance from the project sites or have limited knowledge and understanding of the local context. Some projects can be administratively burdensome in terms of writing reports, developing impact indicators and implementing and following up activities, coordinating relations with stakeholders, and organizing and facilitating meetings, among other things. All these tasks fall upon the implementing organization and require time, human, and financial resources. For smaller inexperienced organizations, these demands can be significant. In the very early stages of project design, organizations should conduct a self-assessment of their capacity to implement the project. Several CIRCLE implementing partners decided to hire local staff to assist in project implementation. This option may be especially beneficial in cases where project sites are remote or involve indigenous or tribal populations or where gaining local trust and respect may be a challenge.

If local staff are hired, clear terms of reference and job descriptions should be elaborated and included in project proposals and budgets. Some projects may need to hire teachers, non-formal education facilitators, or vocational education trainers in order to provide beneficiaries with the planned education services. Organizations should conduct hiring in a responsible and ethical manner. It is likely that the employment contracts will be relatively short, and this should be made clear to the professionals before they are hired, along with any other aspects of the employment relationship that may be prone to misunderstanding. A number of CIRCLE partners went out of their way to mobilize additional resources to pay teachers' salaries or negotiated with educational or other authorities to take over employment contracts at the end of the project. This may not always be possible, but every effort should be made to maintain education posts that benefit the community and children after the project is over.

Caution should also be exercised in ensuring that financial burdens are not placed on target communities after completion of a project. For example, if school buildings are built and teachers hired, this may have long-term financial implications for the community if it is expected to take over the management and running costs of the schools at the end of a project. Thus, any activities that carry long-term financial implications with stakeholders and beneficiaries must be discussed with them and consensus obtained.

Cultural and traditional considerations:

Some CIRCLE partners encountered cultural and traditional practices that were disadvantageous and even discriminatory towards children, women, or certain indigenous or tribal peoples. These kinds of deeply ingrained practices and beliefs need to be taken into account in the planning of activities. When practices have been around for generations or have religious connotations, it is hard for community members to question them or go against them. Development projects have limited time spans, ranging from months to perhaps a few years. Yet they are expected to deliver significant change in a short space of time. Changing attitudes and behavior involves consultation and participatory discussion. If for cultural and traditional reasons children are working and not going to school, an appropriate strategy must be adopted that is respectful of local culture. Early consultations with community, cultural, and religious leaders should be held to discuss these issues in a manner that helps them understand that the project is not trying to undermine or dismantle local tradition but to offer opportunities for children that can be embraced by all.

If for cultural and traditional reasons children are working and not going to school, an appropriate strategy must be adopted that is respectful of local culture

A community-driven development approach:

Community support and ownership are vital to the success of a project. Achieving these may involve raising the awareness of and mobilizing different community groups and actors and empowering them through capacity-building. Once acquainted with the realities of child labor and the benefits of education, most communities respond favorably, take their roles and responsibilities seriously, and participate fully in all areas of project design and implementation. If structures are community driven, that is, they involve and are run by community members and stakeholders, they are more likely to outlast the project and continue to benefit the community in the long term. Examples of such structures include community-based child labor monitoring committees and school-based committees to monitor enrollment and drop-out and ensure follow-up of at-risk children and families.

Note:

For child labor projects to have an impact, the community and stakeholders must acknowledge the problem and agree to take action. If community groups are not prepared to acknowledge the problem and are unwilling to take responsibility for making changes or to participate meaningfully in activities, the project is unlikely to succeed, and nothing sustainable will remain after it has ended.

However, if community members and stakeholder groups carry out activities to support the reduction and prevention of child labor, including promoting school enrollment and discouraging drop-out, their activities become mutually reinforcing and can become embedded in social systems, structures, and institutions, thereby ensuring that the benefits continue long after the project formally ends.

Empowerment of vulnerable groups:

Reducing the vulnerability of particular social groups (such as women and children) by helping them to help themselves is an important “enabler,” that is, a means of enabling them to protect themselves. The experiences of different CIRCLE projects have shown the importance of women’s self-help and support groups and of providing life skills training for children, particularly (former) child laborers. Life skills training includes such topics as children’s rights, the value of education, the causes and consequences of child labor, social values and principles, mutual respect, health, and personal hygiene. The training inspires confidence, high self-esteem, and personal and social development and provides the guidance children need to protect themselves and their peers from unscrupulous individuals and groups and potentially hazardous situations. Children gain an understanding of their fundamental rights as well as their roles and responsibilities in life. They are thus better equipped to avoid situations of child labor and other exploitation and to protect themselves and their interests and those of their peers.

Life skills training uses interactive and participatory approaches that stimulate children’s learning and build confidence. Learning is achieved through games, recreation, sports, singing, dance, role-play, drama, art, creative writing, and various other communication techniques.

Support services:

Organizations may spend considerable time and effort identifying the various challenges target communities and beneficiaries face in accessing essential support services and development opportunities. In most countries, these services and opportunities are supported by appropriate policy and legislative frameworks but are hampered by lack of local implementation, resources, infrastructure, political will, and capacity. Some CIRCLE projects provided beneficiaries with a range of services in addition to education or facilitated access to these. They included health, social services, employment creation, skills training, and other services related to poverty alleviation and human development. For example, some projects provided nursery and childcare services to young mothers to enable them to participate in training and education activities, or offered meals or health check-ups to vulnerable and at-risk children in schools or non-formal education centers.

Stakeholder involvement

Stakeholder involvement is a recurrent theme and with good reason: the commitment and willingness of stakeholders to take ownership and participate fully in project activities will determine the project's success and ultimately the sustainability of the benefits. Meaningful ownership is generated by inviting the involvement of all stakeholders, including children and parents, at all stages of the project, by providing them with training, and by facilitating the sharing of information and experiences with and between them.

Many CIRCLE partners fostered close collaboration between stakeholder groups to harness the strengths, energy, and dynamism of each group and to promote powerful synergies between them. It is essential to have everyone working together towards the same goals, thereby spreading the burden of responsibility to reduce and prevent child labor across a range of partners. Collective efforts can take the form of project management committees, coordinating committees, child labor committees, school-based children's clubs, or other bodies. In some cases, arrangements may be formalized in signed agreements in which the roles and responsibilities of each stakeholder are clearly set out.



It is essential to identify the potential stakeholders and government partners while designing the project

The first step is to identify the stakeholders. Potential stakeholder groups include:

Children – working children, former child laborers, children at risk of child labor, disadvantaged and vulnerable groups of children, as well as all children in the wider community.

Youth – vulnerable youth and concerned young people willing to serve as peer educators and role models in mobilizing and supporting (former) child laborers and children at risk. Students and graduates, in particular, can play a vital role as peer educators. Young people can develop closer relationships and forge bonds of trust with the beneficiaries.

Women – especially organized women's groups of different kinds and mothers. As concerned mothers, relatives, and siblings and as a group that has struggled against discrimination, including being denied an education, women can play a pivotal role in addressing child labor and encouraging children to benefit from educational opportunities.

Parents, families, and extended families – particularly those of the beneficiary group and other vulnerable children, including foster parents and legal guardians, as well as grandparents, aunts, uncles, and cousins. Parents play a key role in the education and welfare of their children. Children absorb the attitudes and behavior of their parents and also learn many life skills by observing and assisting them around the home. By helping to change attitudes and behavior towards children's education, protection, and fulfillment, projects can effectively influence the next generation of parents.

Community, traditional, and religious leaders often play an important role in shaping attitudes and behavior, particularly in rural and remote locations, as community members look up to them for guidance, support, and leadership. In some countries, they are also the medium through which resources are mobilized at the community level.

Recreational, sports, and activity clubs — where they exist — are the places where children congregate, socialize, and express themselves more freely than in other social forums. The leaders of these clubs, committees, and groups often have a different type of relationship with children than teachers or parents. In addition, these groups often occupy children's free time outside of school or household responsibilities.

Schools, education and training institutions (formal and non-formal), principals, teachers, and education support staff are major stakeholders in projects targeting child labor and promoting education. It is important for teachers in formal state schools to understand the context of child labor, particularly if these children are going to be students in their classrooms. Likewise, teachers can provide pedagogical support to non-formal programs and support their peers in non-formal institutions.

Health practitioners are frequently involved in projects dealing with child protection issues, including child labor. They provide health support to vulnerable children, including emotional and mental health support for children who have suffered trauma, such as those subjected to sexual exploitation, child soldiers, and child domestic laborers.

Civil society groups, associations, cooperatives, and trade unions are often active in poor communities and rural areas, particularly in development projects or community-based initiatives to strengthen socio-economic bases and structures. Trade union responsibilities include the application of legislation governing workers' rights, employment, and social justice, including minimum age of employment, and thus they are directly concerned by the issue of child labor.

Employers can sometimes be overlooked, but they are a significant group. If children are working, someone is employing them. However, employers can be a challenging group to identify and to engage, partly because employing children below a certain age is illegal, partly because the work the children do might be illegal, and partly because what constitutes an employer is not always clear.

Police and security forces, including customs, border guards, and the military involved in law enforcement are active in projects in urban areas, particularly with street children, and at border crossings. Border authorities are often front-line workers in the fight against child trafficking and can become effective monitors after receiving appropriate awareness-raising and training in recognizing situations where children are trafficked, identifying potential traffickers and victims, and interviewing suspects while protecting the children involved.

Community-based and local authorities, and district, provincial, and regional governments provide vital support services to beneficiaries and their families including management of transitional procedures for children moving from non-formal education programs to state schooling systems.

National government ministries and departments are crucial targets for advocacy campaigns aimed at achieving political and legislative development and reform, for example, EFA and poverty alleviation strategies.

The media — written, audiovisual and electronic — can considerably enhance awareness-raising in the target communities and the wider community and also support advocacy campaigns to influence national policy, program, and resource development and reform.

Border authorities are often front-line workers in the fight against child trafficking and can become effective monitors



The practical ways in which these stakeholder groups can be mobilized and involved are dealt with in greater detail in the individual thematic chapters.

A number of CIRCLE partners held pre-project meetings with stakeholders to present and discuss the broad aspects of proposed interventions and to invite their participation. However, stakeholder involvement is not limited to meetings and discussions but also entails establishing or strengthening links between these groups and institutions.

Key community members should be involved from the outset of the project

To help sustain relations, it is important to establish good communication between the groups, for example, through a coordinating body. Regular meetings with stakeholders also help implementing partners to carry out their own coordination and monitoring work and to gradually build community ownership of the project. Stakeholder meetings and exchanges also enable the identification of capacity-building needs (see section on capacity-building, p. 39).

It is important to make the most of all resources, no matter how small, and to encourage community groups and individuals to offer their support for project activities, particularly through volunteerism. In several CIRCLE projects, volunteers supported project activities by, for instance, providing classroom assistance, peer education, building, repair, and maintenance of schools, and monitoring school attendance. In some cases, projects may rely on such volunteer support in order to go ahead at all. There may be qualified professionals or skilled craftspeople in the community who would be willing to offer their services. Such people can be identified and approached through awareness-raising activities, surveys, and consultations.



Regular meetings with the local community helps better identify their needs

In most cases, volunteers will need to be introduced to the issues at hand, such as the causes and consequences of child labor, and will need capacity building to enable them to perform their assigned tasks. Volunteers should receive public recognition for their time and effort. Regular communication with the volunteers will ensure that challenges are rapidly identified and dealt with and should provide volunteers with opportunities to give feedback. The involvement of volunteers may be crucial to the project's sustainability as they are the ones who will remain in the community after the project has ended.

Intersectoral collaboration

In establishing and strengthening closer relations between stakeholder groups, efforts should also be made to identify potential joint activities to promote greater collaboration. Such collaboration serves a number of important purposes:

- to avoid duplication of activities and therefore resources;
- to create synergy between stakeholder groups;
- to raise awareness and enhance the profiles and public image of stakeholder groups, as they would be seen to be working together on an issue of major social importance;
- to establish sustainable systems and processes whereby stakeholders continue to work together on these and related issues after the project is over, thus enhancing the socio-economic environment;
- to provide greater possibilities for advocacy activities, particularly for smaller civil society or community groups, at various political levels;
- to contribute to wider national development through the establishment and promotion of healthy and democratic systems and structures involving all stakeholders.

Intersectoral collaboration is particularly relevant in the area of mobilizing and engaging government bodies through political advocacy. Child labor and education are development issues that cut across a number of governmental portfolios and sectors, including labor and employment, social services and welfare, education, health, women, children and family, community development, and transport. Therefore, a project's advocacy strategy should reach across all these sectors and call for an integrated intersectoral approach. This strategy can also potentially raise additional resources from different, and sometimes unexpected, sources. One of the greatest challenges in tackling child labor is dealing with government structures that are not always flexible and have difficulty with issues that cut across more than one department, such as education and labor. This is why the ILO-IPEC approach calls for the establishment of National Committees on Child Labor that include all relevant government departments and ministries, workers' and employers' organizations, civil society organizations, UN agencies, international organizations, and other relevant bodies.

How far an organization can go in fostering intersectoral collaboration will depend on time, resources, and its own capacities. An effective method to initiate the process is to organize multi-stakeholder workshops, including policy roundtables that bring together relevant authorities along with representatives of UN agencies, international organizations, and donors.

Partnerships, alliances, and networking

At any given moment, it is likely that several, if not many, organizations will be operating in a country or a specific location within that country. Before getting started with a project, therefore, it is vital to map out the different projects that are either ongoing or planned in the target area. This exercise will require visiting the targeted communities and consulting each stakeholder group, particularly local authorities. Such groups would include:

NGOs:

If ongoing or future projects are identified in the area, contact should be made with the implementing organizations to discuss the content, scope, and format of their interventions and ensure that there is no duplication. Even if projects have different aims, there may be areas where mutually beneficial partnerships can be established or resources pooled. In some cases, it may be possible to create networks of organizations working in the field of child protection and education or link into existing networks. In addition, donors naturally want to see resource sharing and leveraging of resources.

Community-based networks:

Establishing partnerships and alliances with community-based organizations and institutions is fundamental to fostering ownership and sustainability. These networks could include local authorities and departments, employers in the formal and informal sector, education institutions, professional associations, teachers, sports clubs, community associations, and women's and children's groups. Some of these stakeholders, such as employers or schools, could be organized into a broader alliance or network. Others, such as local authorities and employers, may be able to act beyond the community at the regional or national level by mobilizing their counterparts elsewhere in the country.

UN agencies and international organizations:

A range of UN agencies and international organizations are working on the issues of child labor, education, child protection, health, and social protection. These include ILO-IPEC, UNICEF, UNESCO, UNDP, UNAIDS, Save the Children, Action Aid, Christian Aid, USAID (USA), NORAD (Norway), SIDA (Sweden), CIDA (Canada), DFID (UK), GTZ (Germany), and DANIDA (Denmark). If any of these are active in the targeted area, contact should be made with them to discuss their planned activities and to explore possible synergies. For example, ILO-IPEC may have a non-formal education initiative in place or UNICEF may be running a child rights awareness campaign. Resources are precious, and a key element of the MDGs is development of partnerships to ensure that these resources are used more effectively and in a more targeted manner.

The alliance-building process may also be able to link into networks at the national or international level, such as child rights networks or even child labor networks where these exist. These would need to be identified through a similar mapping exercise and their relevance to the project assessed. If such networks do not yet exist, it might be worth considering setting one up and promoting it as part of project activities.

Child participation

Providing children with information on child labor and education and teaching them new skills, particularly life skills, empowers them as individuals who know their rights and fulfill their responsibilities in society. Children who have benefited from such support are more confident and better equipped to protect themselves or seek help if they are at risk of child labor or feel threatened in any way. This can be achieved through children's meaningful participation at nearly every level of project design and implementation.



As a first step, a mapping exercise should be carried out in the target communities to establish what structures or groups already exist for children and/or young people. These may be youth or children's clubs, school-based structures, or sports clubs and societies. Once these have been identified, consultations should be arranged to discuss whether to link the project activities to existing structures or whether it would be more

It is important to involve the target children with the project design and all levels of implementation

effective to establish a new structure. For example, children's clubs could be created in schools or the community (where they do not already exist), or issue groups set up whereby children play a role in governance and decision-making. Such activities can contribute significantly to children's personal and social development. They learn about issues that affect different community groups, discuss issues of shared concern, consult different stakeholders and partners, make informed decisions, and learn how to solve problems through consensus. These children will become future community leaders and committed advocates for social justice.

Facilitating the participation of children in project activities will require putting in place a comprehensive support system, including capacity-building. Children may have a limited understanding of how governance works at any level. They are rarely consulted in society, not even on decisions that affect them directly. They may have dropped out of school or never been to school at all. Therefore, they are going to need support and training in order to play a meaningful role in the project. Efforts should also be made to ensure that structures put in place are sustainable. Indeed, should the activities to encourage child participation fail in achieving their objective, the children concerned may become disillusioned and cynical about future involvement.



To address the issue of child labor, coordination must be made with local stakeholders such as village leaders, women's groups, and the youth

Monitoring

The aim of community and child labor monitoring is to ensure that children are going to school, to other organized activities, or out to play with their peers and are not going to work or being subjected to other forms of exploitation or abuse. Many CIRCLE projects set up community or school-based monitoring committees, with teachers and parents in the key roles. Monitoring of beneficiaries and other at-risk children in the community includes regularly inspecting the places where girls and boys may be working and observing their other activities, such as going to school or socializing. Child labor monitoring ensures that this process is a formal, structured, and coordinated system in the community. Many individuals “monitor” children's activities as part of their normal, daily lives but do not recognize its value as a means to keep track of what children are doing at different times of the day. For example, most schools or other education institutions have a daily register where they note children's attendance. Likewise, a sports club or after-school club keeps track of who attends and when. Parents, especially mothers, are constantly watching over their children, their children's friends, and others in their neighborhood. However, all of these processes are disconnected. The purpose of a child labor monitoring system is to connect them so that a detailed community tracking and early warning system can be established.

School-based monitoring systems, involving parents, teachers, and peers, are particularly effective as early warning systems to pinpoint children who are regularly absent. In such cases, home visits can be organized to talk to the child concerned and her or his parents to find out the reason for the absences and persuade her or him to return. It may be that the child is ill or there is a problem at home, and if so the monitoring system can ensure that community support systems are activated to help the child and the family or when necessary to refer the situation to the appropriate authorities.

Organizations should work closely with stakeholders to design and agree upon an appropriate monitoring system for project beneficiaries and other at-risk children. A system of tracking and referral should be established so that each monitor is aware of what action to take in a particular situation, for example if a child does not go to school or is found to be working. Every stakeholder has a role to play in an effective monitoring system, particularly local government services and school authorities. Employers and local police should also play a part. By involving stakeholders in monitoring activities and making everyone responsible for watching over the community's children, the project can reinforce community ownership and sustainability of project outcomes. However, a monitoring system is only effective when properly coordinated and managed. Each monitoring group should clearly understand its role and actions to take as necessary. Communication and reporting lines should be established so that the system is always in operation and fail-safe procedures are in place.

Capacity-building

In creating an enabling environment for the project, it is important to assess the capacities of different stakeholder groups and partners and to design and implement appropriate training programs that will enable them to fulfill their proposed roles and responsibilities. This is particularly important when working with uneducated or poorly educated stakeholder groups. Although potentially costly, capacity-building promotes the sustainability of project outcomes, as the skills and capacities acquired will remain in the community and support continued activities beyond the life of the project. Most CIRCLE partners implemented capacity-building activities with stakeholders at some point in their projects. As well as assessing the capacity-building needs of stakeholders, organizations should also consider their own training needs for existing or new staff.

In assessing capacity-building needs, organizations can use the 5 Ws concept. Organizations should make extensive use of their networks and be prepared to seek advice, guidance, and support.

Who:

Consider the training requirements of stakeholder groups and individuals who will play an active role in the project. The selection of those who will benefit from capacity-building must be as inclusive as possible. An organization may find that its resources and capacities are not enough to ensure that every stakeholder group receives training. In such cases, it may be necessary to prioritize those groups that are most in need of training. Broader impact can be achieved by training trainers who can then go on to train others, including other stakeholder groups. Internal capacity-building requirements should also be considered. In addition, organizations will need to determine who will design and implement the training program. Will trainers come from within the organization or will external trainers need to be hired? If the latter, sources of trainers, including private and public institutions, should be identified.

What:

The content of the capacity-building program will depend on the roles and responsibilities of the trainees in the project. Once this is known, courses can be tailored to the specific needs. Training should in any case include basic awareness-raising and information on child labor, child rights, and the benefits of education.

When:

The timing of capacity-building programs will depend on a range of factors. In many cases, training will be necessary before any other project activities can commence. In others, training may need to be ongoing throughout the project or take place in several phases. It is important to plan well in advance so that mutually agreeable dates for training can be set.

The selection of those who will benefit from capacity-building must be as inclusive as possible

Should the training be arranged locally, close to participants' homes, or away from the project environment? In some instances, the decision may be out of the organization's hands as traveling outside of the community may not be feasible or the community may be in a remote or rural setting. It may be necessary for the training to be implemented where the training provider is located. The location may also depend on whether the training program is residential (overnight).

Why:

Capacity-building needs and expectations will be among the first stages of assessment in project design. These will define the elements of training programs, including the aims and objectives.

How:

As mentioned, organizations should consider whether or not they have the capacity to facilitate the training workshops themselves. For example, in the case of teacher training, it may be more effective to outsource training to professionals, such as government or private teacher training institutions. Likewise, if the project includes data and research analysis, external professional support may be required. It may be possible to obtain training support at no cost to the project as part of local government or private sector contributions or programs. It is also possible that another civil society organization has the necessary training capacity and that it would



Capacity building of the local community promotes sustainability

be willing to train at reduced or no cost. Training materials and venues may be made available at a reduced cost. All possible scenarios should be examined in the planning phase so that the most cost-effective and efficient options can be found.

Where possible, capacity-building activities should be built into the sustainability strategy. This would involve training trainers and social mobilization agents and teams who will exist after the project closes and continue to train others, run workshops, and raise awareness. Accreditation and recognition of qualifications gained from training programs are also important considerations. In some situations, the additional qualifications acquired from capacity-building programs can contribute to participants' employability and marketable skills, which would be an added bonus for stakeholders in challenging labor market situations.



The socio-economic status of families must be addressed so that children can be successfully and completely withdrawn from the workforce

Resource mobilization

Gathering sufficient resources, particularly financial, is a challenge and yet it is crucial to long-term sustainability. Although CIRCLE does not support direct credit and cash transfer schemes, a number of organizations explored the possibility of additional resource mobilization, and in some cases, worked with stakeholders and beneficiaries to establish savings programs and small income-generating activities. Others worked to convince local, regional, and national authorities to allocate funding to support project outcomes, such as maintaining newly built schools or keeping on trained teachers. Others initiated activities to encourage private sector employers to contribute or to set up micro-credit schemes through which poor families could obtain support to establish small businesses. The main objective in each case was to ensure that positive project outcomes could be sustained through the generation of funding outside of the project's mechanisms.

Local and central government support funds:

Accessing such funds is particularly important where decentralization is a feature of national government structures and where community development funds are directed through local structures. It is worthwhile for organizations to research government-based grant and finance programs, particularly for community development. In some cases, these may be linked to education enrollment and regular school attendance. In others, grants may be linked to social welfare or protection initiatives. In some countries, these resources may only be available to community groups that have registered with local governments and that have a specific purpose, such as village education committees. In some countries, such resources are widely available but not always accessed, as communities are unaware of their existence.

Micro-credit and income-generating schemes:

Since the loss of a child's income can place a significant burden on poor families, it is often important to identify ways of replacing this loss to ensure that children do not return to work but stay in school. This may involve, for example, assisting beneficiaries and their families in accessing skills training and micro-credit schemes to enhance their employability or help them set up their own enterprises.⁷ A number of CIRCLE projects recognized the importance of empowering women in the community, particularly the mothers of beneficiaries, and developed income-generating schemes specifically to support women's groups. Support mechanisms may take the form of community-based micro-credit schemes, which provide capital assistance, or savings schemes for parents. A wide range of skills training programs could be put in place to assist parents and women's groups in establishing their own enterprises or finding waged employment. Micro-credit schemes are operational in a number of countries, either through international development programs, national governments, or development banks. By contacting relevant government departments at local, regional, and national levels, an organization can find out what programs exist in a particular location and the criteria are for communities to benefit from them.

⁷ As is the case with the USDOL EI, not all donor organizations permit direct cash transfer or the establishment of micro-credit schemes using project funds. Organizations should check in advance if there are any such limitations on use of project funds.

Savings schemes:

Organizations, working with local communities, should consider the possibility of establishing savings schemes to cover children's education-related costs in the long term. These initiatives are often strongly supported by women's and mother's groups. The funds for these schemes may be raised through income-generating activities set up by the beneficiaries and/or their families or may be an accumulation of small seed savings that individual families contribute from their regular income. Schemes may be supported by micro-credit associations, community-based credit unions, development banks, or other micro-credit and small-scale finance institutions. The proceeds of these savings schemes can help sustain the project's benefits by continuing to pay school-related costs, such as uniforms, books, school materials, and school fees, after the end of the project.

Awareness-raising and the private sector:

It may be possible to mobilize local resources through awareness-raising and advocacy activities that encourage financial contributions from a range of actors, including politicians, local entrepreneurs, and the wider community. Sympathetic politicians and private sector companies, both formal and informal, could be approached to discuss contributions, either in cash or in kind. For example, local construction companies may be willing to support the building of classrooms or training centers.

Sustainability

To achieve genuine sustainability, organizations should focus in the project design on what the project will leave behind in the community where it is implemented. Sustainability is a major challenge for any project as it requires passing on ownership of activities and outcomes to stakeholders. Situations in which children are exploited for their labor are the result of a wide range of factors, including poverty, tradition, and cultural beliefs and practices, as well as a lack of access to good quality education. It takes time to change deeply ingrained attitudes and behaviors or longstanding socioeconomic factors, longer than a project has to give. Therefore, the process of change initiated by the project needs to be endorsed and taken up by the stakeholders so that they continue to work towards it after the project has ended.

Sustainability must be built into every aspect of project design from the outset. Steps to ensure that stakeholders and beneficiaries take ownership of the project and continue to support efforts to reduce and prevent child labor and promote education after the project has ended include:

- *making sure that the project has been well defined from the outset, with clear activities, outputs, and indicators, as well as a coherent and achievable timeframe;*
- *ensuring that an enabling environment is in place to support the project's activities;*
- *developing an integrated and holistic project design so that each component supports the others;*
- *ensuring that all relevant stakeholders are involved and participate effectively in project design and activities;*
- *building the capacities of selected stakeholders, including children, to ensure that they can participate meaningfully;*
- *ensuring that relevant government departments and ministries are informed and involved in activities and that systems are put in place to facilitate their interaction with each other and other stakeholders and beneficiaries;*
- *establishing and reinforcing partnerships between stakeholders to ensure that they are informed and empowered to share information and take action;*
- *assisting stakeholders and implementing partners in mobilizing additional resources to support the project while it is ongoing and to sustain project outcomes in the longer term*

**Village banking in Ghana**

Among the partnerships established in the context of its project in Ghana, CRADA worked closely with the community-based Bobrapa Mutual Group (BMG), a self-help association that aims to strengthen its members' ability to establish income-generating activities. Through the BMG, CRADA facilitated the introduction of a supervised village banking scheme drawing on community resources (not project funds), the Bobrapa Mutual Fund (BMF), to provide access to savings and loans for poor families to improve their household incomes. This scheme enabled some communities to establish Children In Need Funds to protect vulnerable children in the community.

Having the support of the community results in more effective programs

Stakeholders and beneficiaries need to understand the dangers of child labor and the importance of education. Projects to reduce and prevent child labor should be conceived on a rights-based platform. Children who do not go to school and work instead are being deprived of their fundamental rights under national and international legislation. The project should not be viewed from a welfare perspective, as this will make them less sustainable.

As part of project design and planning, organizations should look at what would be required to sustain the project outcomes, in terms of awareness-raising, capacity-building, stakeholder involvement, and resource mobilization (see sections on each of these topics above). How successful a project has been in ensuring sustainability will become clear only when the project is over and it becomes clear the extent to which stakeholders are able and willing to take responsibility for ensuring that the child beneficiaries continue to receive an education and stay out of the workplace. Prevention, where the community continues to monitor and protect all of its children and not just the beneficiaries of a specific project, is an important objective. This means having an effective child labor monitoring system in place in the community that will remain active after the project is over.

Adopting a holistic approach

The fact that the reduction, prevention, and ultimate elimination of child labor are dependent upon multifaceted and interrelated solutions is what makes child labor an endemic and challenging development problem. This demands a holistic approach in the design of approaches and strategies that maximize impact and enhance sustainability.

By definition, a holistic approach entails looking at a system, a strategy, or a project as an integrated whole rather than concentrating on individual components in isolation. All of the project design elements described above need to be seen as interrelated and interdependent. “Holistic” in the context of this publication can mean one of two things or a combination of both:

Children who do not go to school and work instead are being deprived of their fundamental rights under national and international legislation

- *The project targets many socio-economic issues related to the incidence of child labor as possible, including access to and the quality of education, poverty, awareness and understanding, gender and social discrimination and exclusion, cultural and traditional practices, food security, empowerment, etc.*
- *The project employs a multifaceted strategy to target the problem of child labor, including research and analysis, capacity-building, awareness-raising and advocacy, networking, stakeholder involvement and ownership, monitoring, child participation, etc.*
- *Implemented in isolation, education interventions will solve only part of the overall problem. The cross-cutting nature of child labor underscores the importance of elaborating multifaceted responses to its reduction, prevention, and ultimate elimination.*

Other important aspects include:

- *strengthening formal and non-formal education, including building classrooms, training teachers, and developing curricula;*
- *focusing on basic literacy and numeracy and integrating life skills into education programs, including HIV/AIDS, for children and adults;*
- *providing educational scholarships for beneficiaries to overcome cost barriers;*
- *involving the community in education programs, for example, through school management committees;*
- *enhancing agricultural training, including vocational training, technologies, and rural development to improve productivity within the affected communities, particularly in cocoa farming, focusing on crop diversification;*
- *integrating apprenticeship programs into vocational training;*
- *engaging communities in all activities, including the development of communal action plans to respond to child labor and trafficking;*
- *addressing women’s needs in agriculture;*
- *introducing change that respects culture and traditions;*
- *raising awareness of child labor and the importance of education and establishing proactive relations with the media;*

- *organizing national and regional meetings for political actors and decision-makers at all levels, the media, NGOs, and others to establish an effective network to target child labor in the project areas and to elaborate a sustainable plan of action, including policy reform;*
- *undertaking capacity-building for partners, including government officials, to bring about change to the policy framework and enforcement in areas affecting children’s protection and education;*
- *coordinating the project with other organizations in the area, including ILO-IPEC and other national NGOs, and avoiding duplication of effort and resources;*
- *mobilizing and engaging the support, including financial, of a major international private sector association directly linked to the industry addressed by the project, such as the World Cocoa Foundation (as in the Winrock CLASSE project) and linked to other key organizations, including the Sustainable Tree Crops Program, the World Bank, the US Department of Labor, and USAID;*
- *advocating for services in the disadvantaged target communities;*
- *establishing partnerships with relevant government bodies, including the Ministries of Education, Women, Children and Families, the education authorities (CAP), local government, and community-based authorities, including village chiefs;*
- *linking the project with trafficking issues and related projects;*
- *integrating food and water security activities for the communities;*
- *mobilizing national and local resources and enhancing the communities’ economic empowerment to sustain project outcomes, particularly education through partnerships and often voluntary participation.*

A holistic approach to child labor reduction and prevention in West Africa

The Winrock CLASSE project in West Africa targeted an extremely challenging area, namely cocoa farming in Côte d’Ivoire, which also involves the migration of poverty-stricken families, including children, in rural areas within Côte d’Ivoire and from neighboring Mali. Around 70 percent of child labor is found in the agricultural sector worldwide, and endemic poverty and reduced access to state services, particularly education, social welfare, and health, are among the day-to-day difficulties that families face, which is why so many children work. The project therefore adopted a holistic approach to taking on the range of socio-economic challenges that the beneficiaries faced. Establishing effective partnerships and improving access to state schools were critical to achieving successful and sustainable outcomes for the CLASSE project.

It is not unusual for the beneficiaries of child labor projects to suffer from a range of challenges affecting their development, including basic health, hygiene, and nutrition. Where possible, projects should integrate activities that address these basic needs by, for example, providing a school meal for beneficiaries to provide them with the necessary nourishment to support their academic and recreational activities and to persuade parents to send their children to school, (while also reducing the financial burden on the family and the need to send the children to work). Focusing on improvement of the health and personal hygiene of project beneficiaries can also reinforce their confidence and self-esteem. Good health and hygiene practices are essential life skills.

Ultimately, a holistic child labor project should aim to put in place an enabling environment. It should view a project from all angles, bottom up (practical activities at the grassroots level involving the beneficiaries) and top down (activities aiming to influence the political and legal framework at the local and national levels). Knowing the current status of political and legal development and reform will help to identify ways in which project activities can link into these. For example, if legislation exists stating that all children are entitled to free public education, the project can use this as a platform, calling for the implementation of this basic national standard.

A holistic approach involves the following (the list is not exhaustive and follows no set order of priority):

- *Identifying what action is required to address child labor in a particular location and assessing whether the organization has the motivation, capacities, commitment, and resources to implement this action.*
- *Assessing whether an enabling environment is in place to support project activities and ensure the success and sustainability of outcomes. If not, determining what crucial elements are needed to create that enabling environment and deciding whether they can be established within an acceptable timeframe and budget. The implementing organization may need to review the feasibility of the project. It is not in anyone’s interests to commit to a project that might be inherently flawed or facing a range of obstacles beyond the organization’s control that could lead to failure to achieve the project’s objectives.*
- *Ensuring that a holistic strategy is employed from the very outset, from concept through to design, implementation, and follow-up and being aware that implementing a holistic strategy requires commitment, time, vision, and resources.*
- *Carrying out relevant research and data collection to support the design and implementation of the project. These may have to be ongoing activities during project implementation and should involve the stakeholders and beneficiaries.*
- *Identifying all the stakeholders concerned or affected by the project, including beneficiaries, and ensuring that they are involved in all aspects of its design, implementation, and follow-up. This involves a comprehensive collective and individual consultative process and consensus should be arrived at through constructive dialogue.*

- *Ensuring that stakeholders and beneficiaries develop a sense of ownership of the project and are informed and empowered through appropriate capacity-building and awareness-raising programs.*
- *Assessing the needs and expectations of stakeholders and beneficiaries and working with them to design relevant capacity-building programs to ensure that the prerequisite skills and capacities are available in target areas to implement and follow-up project activities.*
- *Assessing knowledge and understanding of child labor in target areas and working with stakeholders and beneficiaries to design and implement comprehensive awareness-raising activities.*
- *Carrying out vital advocacy work, ensuring community participation, particularly the active involvement of religious and community leaders, parents, and community-based structures.*
- *Taking account of indigenous elements and mobilizing local resources. It is always easier to resolve issues in communities when members are involved from the start.*
- *Ensuring that parents are active members of the educational community.*
- *Sensitizing and informing local authorities and establishing long-term relationships.*
- *Basing capacity-building for actors on shared concepts and visions.*
- *Realizing that withdrawing children from hazardous workplaces does not entirely solve the issues involved and that is also important to improve socio-economic conditions for children and their families.*
- *Establishment of an effective monitoring system that tracks every child withdrawn from labor so that she or he can be traced and appropriate action taken as necessary.*

Keep asking who, what, when, where, why and how!



Community participation is important in developing local ownership

Awareness-raising

1. Introduction

Awareness-raising is the keystone of projects to prevent or eliminate child labor. People need to know about child labor, particularly its worst forms, and why it is harmful both to the children concerned and society as a whole. They also need to understand the benefits of education and how it can help to combat child labor. In many cases, children work because their parents and other adults in their communities also worked as children. The family may need the additional income gained from the child's work. The parents may not see the value of education, having been deprived of it themselves, or there may be no schools accessible. Whatever the underlying reasons for child labor, projects need to identify effective ways of informing communities of its detrimental effects and of actions that can be taken to protect their children and help them develop their full potential. In the face of resistance or feeling that outside values are being imposed, it is often most effective to use approaches that enable the community or other stakeholders to reach consensus on the hazards of child labor and arrive at their own definitions that are in harmony with the law and the rights of children. It is especially important to distinguish acceptable child work from harmful child labor.

Awareness-raising may mean different things to different people or organizations. In this context, it is a means of alerting specific groups and the public in general to the existence of child labor, to the harm it does, and to the urgent need to address it, including through the promotion of education. Awareness-raising is a two-way street, fostering communication and information exchange in order to improve mutual understanding and mobilizing communities and wider society to bring about the necessary change in attitudes and behavior. Awareness-raising is likely to continue throughout a project's lifetime and to take place around major events at different stages of the project.

The basic forms of awareness-raising are information provision, communication, education, and training, preferably with the direct involvement of the target audience. Even though awareness-raising refers to mobilization on the cognitive or emotional level, by increasing people's knowledge and skills, it can contribute to practical changes too.

People need to know about child labor, particularly its worst forms, and why it is harmful both to the children concerned and society as a whole



Wall posters are strategic outreach tools that reach a wide audience

2. CIRCLE experiences with awareness-raising

CIRCLE implementing partners used a broad range of activities and methodologies to raise awareness about child labor and the benefits of education. In general, the priority target audience for these messages was affected or at-risk families, including children. However, a significant number of activities also aimed to reach state actors at the central and local levels, particularly education and social welfare authorities, and local employers. It is important to note that under CIRCLE and U.S. government-funded projects, inherently religious activities are not allowable costs. However, faith-based and religious groups are encouraged to participate in child labor prevention and can be effective in influencing positive change.

CIRCLE partners with an identified best practice in awareness-raising

Africa	Asia	Latin America
ANPPCAN, Ghana	CSID, Bangladesh	CEBIAE, Bolivia
CRADA, Ghana	MUK, Bangladesh	OBISPO, Bolivia
PACF, Ghana	NDS, Bangladesh	Casa Renascer, Brazil
AMWIK, Kenya	HCC, Cambodia	CENDHEC, Brazil
ANPPCAN, Kenya	Arunodhaya, India	Sociedade 1 de Maio, Brazil
DUPOTO, Kenya	ASHA, India	CEIPA, Guatemala
YONECO, Malawi	BAT, India	Dos Generaciones, Nicaragua
ADAP, Mali	CLAP, India	ISAT, Peru
AID-Mali, Mali	CRED, India	
ENDA, Mali	Deepalaya, India	
RAC, Mali	RADAR, Nepal	
ASDES, Senegal	VOCRDC, India	
WHEPSA, Senegal	Aasaman, Nepal	
Xam Defaru, Senegal	BASE, Nepal	
APEGS, Sierra Leone	CAC, Nepal	
CARD, Sierra Leone	CWIN, Nepal	
CCB, Sierra Leone	CWISH, Nepal	
RADA, Sierra Leone	CCF, Pakistan	
CLASSE, West Africa	DWAY, Pakistan	
	KKPC, Philippines	
	Kaugmaon, Philippines	
	QK, Philippines	

Awareness-raising activities included:

- *information workshops explaining the context of the project and its activities;*
- *meetings with authorities, employers, religious leaders, community members, schools, etc.;*
- *rallies and similar public demonstrations;*
- *training workshops for stakeholders and beneficiaries;*
- *public campaigns for action, such as to promote school enrollment or birth registration;*
- *events to mark national or international days, such as the World Day against Child Labor, children's days, national holidays, etc.;*
- *home visits to talk to parents and children;*
- *street theater, puppet theater, and other similar methodologies;*
- *forums for different stakeholders, such as children's clubs, women's self-help groups, youth forums, children's parliaments, and indigenous groups;*
- *children's camps and similar activities, including singing, dance, art, and sports and other recreational activities;*
- *community management groups for non-formal education centers and other education programs;*
- *poster campaigns, distribution of leaflets, flyers, stickers, etc.;*
- *media campaigns, including radio and television broadcasts.*

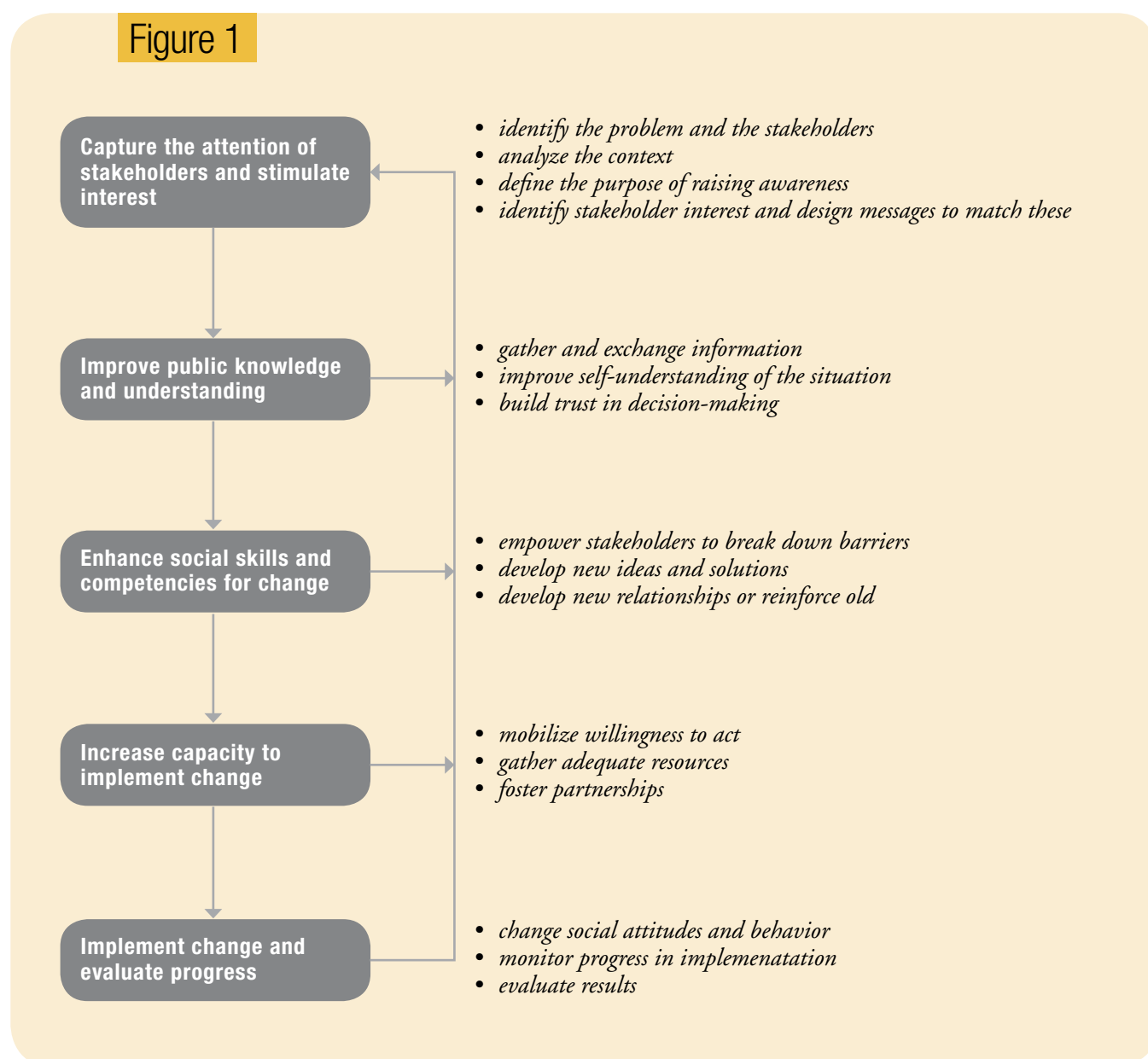
Many CIRCLE implementing partners used a combination of awareness-raising activities to reach as wide an audience as possible. Information workshops and theater and media activities figured prominently, as these were found to be particularly effective in capturing the interest of various groups.

3. Designing awareness-raising activities

The adage “information is power” is especially true in relation to the prevention and elimination of child labor and the promotion of education. It is generally the case that once communities understand the causes and consequences of child labor, they are strongly supportive of efforts to withdraw children from work, enroll them in education programs, and ensure that they stay there. In the context of CIRCLE, awareness-raising focused on establishing relationships with and between stakeholders within and outside the community around the problem of child labor.

3.1 Defining the purpose of awareness-raising

Although there are many different ways to approach awareness-raising, there is nonetheless a typical cycle of cause and effect that can help in designing an awareness-raising campaign (see Figure 1).



Source: Adapted from “Raising awareness of forests and forestry”, Joint FAO/ECE/ILO Committee on Forest Technology, Management and Training, Geneva, 2003

As can be seen from the diagram in Figure 1, the awareness-raising cycle has five major components:

Capture the attention of stakeholders and stimulate interest:

This will first require analyzing the situation in the targeted community as regards child labor and education and identifying the stakeholder groups. Meetings can then be set up with each stakeholder group, particularly children and adolescents and formal and non-formal education institutions, to assess prevailing attitudes and behavior and identify the content and format of messages accordingly. Capturing attention is a prerequisite for establishing a social relationship.

Improve public knowledge and understanding:

Once interest has been aroused, it is possible to establish a dialogue with the stakeholder groups in order to exchange information and enhance their knowledge and understanding of the issue. The process needs to be set in a context relevant to the stakeholders' interests. This mutual learning process leads to better-informed decision-making and builds trust among potential partners, for example, between children and adolescents or local and central authorities.

Enhance social skills and competencies for change:

Awareness-raising can break down social and other barriers between stakeholder groups through information-sharing and dialogue. Once these barriers have come down, stakeholders are able to express themselves more freely, both as individuals and collectively. The process of generating solutions to social problems that affect the community as a whole leads to changes in attitudes and behavior. In addition, greater interaction between the stakeholders allows new relationships to be forged or existing ones to be reinforced.

Increase capacity to implement change:

An awareness-raising process ideally aims to boost the commitment of society beyond the simple acquisition of knowledge and skills. In this respect, it can be described as an empowerment process. New relationships should be developed with a view to generating social action to bring about change and to building further partnerships to ensure sustainability of the outcomes.

Radio programs and other forms of mass media are effective in relaying messages to a large audience

1a

CEIPA: Immunization against indifference

One of the goals of CEIPA's project in Quetzaltenango, Guatemala was to raise awareness among national and local authorities of the issue of child labor and to elicit support for efforts to combat the problem and protect children's rights. CEIPA involved the beneficiaries in all aspects of the planning and design of interventions. To give the issue visibility, it came up with the innovative idea of organizing an "immunization" campaign, targeting city authorities.

The campaign was launched on International Labor Day (1 May), when a group of youth leaders representing the city's children met government officials to discuss ways in which the officials could support children's rights. At the meetings, the youth leaders gave each government official a symbolic "vaccination against indifference" to child and adolescent workers. Once "immunized," each official was given the title "Friend of Vulnerable Children." The exercise provided an interesting photo opportunity for the local media and generated considerable public interest in the campaign.

The activity opened up opportunities to carry out further awareness-raising activities with the media, including establishing a radio program called "Teen's Voice" broadcasting information on children's rights, the dangers of child labor, and the importance of education. These activities led in turn to the creation of the Municipal Council for Children and Adolescents (COMUNA), a forum for children to talk about their problems and concerns and to participate in finding solutions. The city authorities committed themselves to maintain support to COMUNA once the project was over. These efforts were all the more powerful given the traditionally subordinate role that children and adolescents have in Guatemalan society.



Implement change and evaluate progress:

Throughout the project life cycle, it is important to monitor progress in bringing about social change. At the end of a particular awareness-raising activity, its outcomes should be evaluated to measure effectiveness and identify areas of weakness so as to make future improvements.

The 5 Ws in awareness-raising

The 5 Ws can be used in designing each component of the awareness-raising cycle.

Who:

Identify the stakeholders who will be the subject of awareness-raising activities and the order of priority in which they will be addressed. The information conveyed in awareness-raising needs to be tailored to the target group.

What:

Knowing who will be the prime recipients of the awareness-raising message will determine message content, design, and the method of dissemination. The form and content of awareness-raising activities are best decided on the basis of visits to the target communities. Different activities may need to be planned for different groups, for example, information workshops to engage local education department officials or street theater to reach parents and children. Most situations require a combination of activities.

1b

Aasaman: Street drama to raise community awareness of child labor

One of the principal objectives of the Aasaman project in Nepal was to raise awareness among disadvantaged communities of the importance of education for all children and of withdrawing children from work and enrolling them in school. Aasaman used a number of different methods, including public rallies, sensitization and training workshops, a birth registration campaign, carrying out home visits, and street theater. It found that street theater was particularly effective in attracting the interest of the whole community and, through interaction with the audience, of involving them in finding solutions to social challenges. Theater is a popular and powerful visual medium for conveying social development challenges. It educates, informs, and entertains an audience and can hold up a mirror for people to see things that they may not normally notice in day-to-day life or that may be hidden from view, such as the exploitation of children.

In the communities in which Aasaman worked, partnerships were formed with local NGOs to put together interactive street theater performances conveying messages dealing with the dangers of child labor and the benefits of education. The actors, including children from the targeted communities, performed short plays depicting everyday situations involving children and work, including some of the worst forms of child labor such as child domestic labor. The plays presented scenarios in which, the actors would turn to the audience and ask their opinion, for example, whether an employer of a child domestic laborer should allow the child to go to school and benefit from the same opportunities as her or his own children.

The technique draws the audience into the performance and leads to a lively debate between the actors and the audience and among members of the audience. It also provides invaluable insight into the level of community awareness. Aasaman was able to build on this growing awareness through home visits, meetings with different stakeholders, children's clubs, and women's forums.

When:

Clearly, awareness-raising should be carried out in the early stages of the project to stimulate interest and support and foster community ownership. However, further awareness-raising is often useful, for example, mobilizing the media to cover a particular event or organizing a children's rally following training of child facilitators.

Where:

Consideration should be given to the location of the project, the location of the beneficiaries and the stakeholders, and the point where awareness messages will be delivered. For example, if messages are to be disseminated through the media, organizations should discuss whether this should be through national or local media.

Why:

This should perhaps be the first question asked since it determines whether awareness-raising will be included as an activity, at what level it will be aimed (local or national), and what message it will be disseminating.

How:

Target groups should be consulted beforehand to assess how to stimulate their interest and convey the information most effectively. Children and young people, in particular, will have no shortage of creative ideas for awareness-raising activities. Consideration should also be given to what materials and equipment will best support the activity. (Further detail on the "how" of awareness-raising activities is provided later in this chapter.)

3.2 *The role of awareness-raising in creating an enabling environment*

Awareness-raising is an essential part of creating an enabling environment for other project activities to take place. As part of efforts to create an enabling environment, awareness-raising can help to mobilize support for the project from a broad range of stakeholders:

members of the community, local and central government, schools, teachers, and employers. Their commitment and participation can establish or reinforce appropriate infrastructure to support the project both in the immediate and the longer term, and attract the necessary human, financial, and structural resources to sustain the project. Awareness-raising is also an important part of forging institutional linkages and alliance-building.

3.3 Identification and training of awareness-raising activists

A detailed mapping exercise can identify the groups that can engage in awareness-raising activities, taking into account local culture, traditions, geography, language, and history. For example, the former civil conflict in Guatemala resulted in widespread lack of trust among and between different communities and particularly towards the authorities. To overcome these barriers, CEIPA personalized its approach towards the target communities and beneficiaries by carrying out individual home visits.

Children and young people respond positively when given the chance to participate alongside adults in activities such as awareness-raising. It enhances their sense of responsibility and self-respect and has a beneficial effect on the activities themselves and their sustainable outcomes. Therefore, every effort should be made to involve children and young people, particularly in communities where traditionally they may play a more passive role. CRADA in Ghana found that former child laborers were effective advocates as they could speak from personal experience and thus make an emotional connection with target audiences. A number of CIRCLE partners created structures and groups specifically to support children's meaningful participation in activities.

Other potential groups to involve in awareness-raising include parents, teachers, religious leaders, community leaders, media professionals, and employers. Women and women's groups can be particularly interested and dynamic. The BAT project in India established teams of women, youth, and teachers in the target villages and conducted capacity-building activities to enable them to raise awareness among the different stakeholders, create community watch groups for monitoring, improve the quality of education, provide school-based social support, and promote interaction between children and adult village assemblies (panchayats) to ensure the meaningful participation of children in decision-making and resource allocation.



Kaugmaon: Linking awareness-raising to the training and organizing of children

Kaugmaon in the Philippines found that addressing the worst forms of child labor through education is more effective if awareness-raising is coupled with other approaches, such as organizing and building support groups and strong collaboration with governmental and non-governmental organizations. The project's main objective was to raise awareness among parents and community members of the hazards of child labor and the importance of education to prevent it.

After an intensive profiling of child laborers and at-risk children, Kaugmaon laid the groundwork for organizing children and core group members. Consultations were held to educate children about child labor, specifically through their experiences and observations of the situation of children in their own communities. These meetings led to the identification of a core group of children who received training in leadership and life skills, reinforcing their self-esteem and providing them with skills and opportunities for self-expression and participation in matters concerning them directly. Youth camps were held, where the trained child facilitators practiced leadership and communication skills and deepened their understanding of child labor and its prevention. A range of methodologies was used to facilitate discussions on children's issues, including role play, visual arts, poetry, and games.

The child facilitators were involved in a series of community theater productions portraying the harsh realities of the different forms of child labor. The productions concluded with community discussions facilitated by trained peer educators and Kaugmaon staff.

RADA in Sierra Leone established an Anti-Child-Labor Club involving parents of at-risk children in the targeted community on the Liberian border. The club members were trained in anti-trafficking legislation and peer education techniques to enable them to raise the awareness of other adults. In addition, children's clubs were formed in each school in the target communities. Members learned about child trafficking and conducted an outreach program to raise awareness in neighboring communities. RADA further organized a stakeholders'

Performances by children are an entertaining way to inform others about child labor and the importance of education

meeting for local community and law enforcement authorities, including border guards, the military, and the Family Support Unit of the police. Immigration officials agreed to check official documents more carefully and customs officers agreed to raise awareness of those crossing into Liberia about the legal implications and dangers of trafficking. Military and national security agents also agreed to be more vigilant at border crossings.

3.4 *Materials and equipment*

The materials and equipment needed should be taken into account during the planning of awareness-raising activities. For example, APEGS in Sierra Leone equipped its social mobilization agents with bicycles as the target communities were in areas inaccessible by other means of transport. If the project does not have the resources to carry out an awareness-raising activity, additional funds or in-kind support can be mobilized from other sources. For example, if transport is required to disseminate public messages, it may be possible to identify a local business to provide the necessary vehicles for the time required. It is also possible that as an awareness-raising campaign gets under way, it will attract the interest of potential donors, enabling further activities to be organized with their support.

That said, activities do not have to be costly or elaborate. There are many that can be undertaken at very modest cost in terms of finance, time, and human resources. Organizing a street march with a group of children and parents carrying home-made banners is neither difficult nor expensive compared with commissioning a film producer to research and develop a documentary on child labor for a television broadcast. Sometimes the least expensive activities, such as street theater, are the most effective.

Organizing a street march with a group of children and parents carrying home-made banners is neither difficult nor expensive

3.5 *Awareness-raising activities*

Following are some examples of activity formats based on CIRCLE best practices.

Information meetings

The majority of CIRCLE implementing partners that undertook some form of awareness-raising exercise organized workshops and meetings with stakeholders or entire communities to pass on information, knowledge, and experience. The process was generally based on the following key elements:

- *identifying the stakeholders or participants;*
- *establishing the aims and objectives of the meeting, which should be aligned with the project's overall objectives;*
- *establishing a non-confrontational agenda: the meeting should lead to the emergence of a consensus on potential solutions, particularly in a context where there are disparate interests, opinions, and beliefs;*
- *identifying and approaching a chairperson who is known and widely respected, and discussing the agenda and content in advance of the meeting;*
- *organizing meetings with each group separately or conducting a broader, more collective meeting, depending on the local context and culture;*
- *taking the time to answer questions and build trust and confidence;*
- *encouraging exchanges between the stakeholders to reinforce messages and foster a common understanding. This helps build consensus on the solutions and activities proposed and allows potential leaders to emerge who can provide support for subsequent activities;*
- *ensuring follow-up. Information meetings often stimulate new ideas and suggestions for next steps, which should be captured in some form and followed-up quickly. Stakeholders are heartened to see tangible results from a meeting and that their views and opinions are valued and acted upon.*

The choice of whether to hold separate meetings with different stakeholder groups will depend on the target community and the relationship between the groups. In some situations, for example, children may find it intimidating to be involved in a meeting with adults, particularly teachers, parents, or community leaders, and thus be reluctant to participate. APEGS in Sierra Leone dealt with this problem by organizing separate workshops for schoolchildren and for their parents. PACF in Ghana, meanwhile, organized a general meeting involving all stakeholder groups.

A non-confrontational approach is important to ensure that no stakeholder feels singled out for criticism or particular attention. This avoids participants taking up defensive positions, or discussions becoming heated, unfocused, and negative, which can easily happen when discussing sensitive issues such as child labor and access to education. Parents may feel, for example, that they are being blamed for the situation. Likewise, employers may think they are being targeted. In cases where certain groups of children are denied access to school because of hidden forms of social discrimination, the school authorities, principals, or teachers may be sensitive to discussions that bring the problem out into the open. If a meeting focuses on solutions rather than on the problem, there is less chance of it turning into a blame game. This may require sensitive planning and chairing to work towards building support and consensus. In the Arunodhaya project in India, information visits were conducted to factories and other workplaces with the support of women's, youth, and children's forums to sensitize employers to the hazards of child labor. The visits led to the establishment of an employers' forum and of "model" employers who would ensure that their workplaces were child-free. The relationship with employers was reinforced by the support of the local labor department.

Good preparation for information meetings is crucial, including having any research and national and local statistics relating to child labor and education on hand. It is advisable to anticipate potential questions that may arise from stakeholders and prepare the responses.

Home visits

A main objective of raising awareness is to help parents, children, and others in the community to understand the dangers of premature entry to the workplace and the benefits of education. In a number of projects, it was felt that these messages could be most effectively transmitted to the families of working and at-risk children through visits to their homes. This approach also gave the implementing organizations insights into the lives of the children and their families and helped them to develop strategies to support them better. The atmosphere of discretion and trust thus created gave the families and children the confidence to open up and discuss their situations honestly.

In the CENDHEC project in Brazil, both community meetings and home visits were used to bring parents into the center of project activities. Discussions with parents went beyond the importance of education to address children's rights, child domestic labor, culturally specific values and principles, and issues of ethnicity and gender. These meetings were also used to advise families on available social and other state services and guide them in how to access these. In the Deepalaya project in India, home visits were part of the strategy to boost school enrollment, as well as to reduce the number of school drop-outs.

If a meeting focuses on solutions rather than on the problem, there is less chance of it turning into a blame game

Establishment of institutional structures

As part of a strategy to integrate awareness-raising into education-related activities, a number of organizations established formal management and monitoring groups to work with non-formal education programs and schools. This was a common approach in those projects that set up their own non-formal education programs and schools, such as Arunodhaya in India, which created schools for child laborers. These groups were usually in the form of school management committees, parent-teacher associations, village education committees, village development committees, and so on, and included parents, teachers, education authorities, and religious leaders.



School Management Committees can play a major role in raising awareness in their communities

Partnerships with existing institutions and structures

Efforts should be made to mainstream child labor, children's rights, and education issues into the regular activities of institutions and structures, including:

- religious groups, churches, mosques, temples, and other places of worship. In some projects, religious leaders made reference to the dangers of child labor and the importance of education in their sermons, speeches, or messages to their congregations;
- Scouts and Girl Guide troupes;

- school or community-based clubs, such as drama and debating societies. For example, CENDHEC in Brazil established an outreach program in schools that involved visits by youth monitors, the training of potential leaders and change agents, and a newsletter;
- parent-teacher associations or mother-teacher associations, such as the one created by CLAP in India;
- business and employers' groups, such as Lions Clubs and Rotary Clubs, which can also provide additional financial support for projects, such as the library set up by the Rotary Club of Ghana in the PACF project;
- local and community-based bodies set up to protect the rights of vulnerable groups, including children and women;
- traditional authorities;
- village parliaments.

AMWIK and ANPPCAN in Kenya found that working with District Child Labor Committees (DCLCs) significantly boosted their awareness-raising activities (see box 1d). AMWIK worked closely with the committees in each of its target project areas and their experiences on the ground fed into the knowledge base of the Ministries of Labor and Education, thus enhancing implementation of child labor and education policies.

Training workshops

In the CIRCLE project, capacity-building in the form of training was provided for a wide range of volunteers, government officials, professionals, and other stakeholders, including parents and children, for example, as peer educators and facilitators. As well as training in specific capacities, these programs provide implementing partners with opportunities to raise the trainees' awareness of child labor and the benefits of education, while contributing to their personal and social development. In some cases, such as the ANPPCAN project, trainees went on to inform and train others, thereby multiplying the impact of the capacity-building program and creating greater awareness among an even wider audience. A number of projects focused directly on building the capacities of child and youth activists (see section in this chapter on Establishment of stakeholder groups and forums, p. 57).

These programs provide implementing partners with opportunities to raise the trainees' awareness of child labor and the benefits of education

A major target group is workers in the education sector, particularly school teachers and principals, who interact regularly with children, including project beneficiaries. CAC in Nepal felt that it was particularly important to raise the awareness of female teachers about the risk to girls of trafficking and sexual exploitation and to ensure that they did not drop out of school. CSID in Bangladesh organized training workshops for teachers and government education officials on the specific topic of integrating disabled former child laborers into state schools. This raised some sensitive issues concerning the role of special schools and the level of disability of the children concerned, which highlighted the need for continued awareness-raising in order to change entrenched attitudes.



MUK in Bangladesh arranged training in child labor issues for nearly 100 religious leaders. The leaders subsequently included messages against child labor in their regular discussions and speeches during times of worship and highlighted the parents' responsibility in ensuring that their children go to school. They linked child labor to a range of themes, including the rights of the poor and marginalized communities, the role of employers, and the detrimental impact of child marriages. In areas where religion plays an important role in society, collaborating with religious leaders can have a beneficial impact on attitudes and behavior. MUK was particularly successful in encouraging leaders of different religions to work together.

An awareness strategy should strengthen institutional structures that can assure sustainability of the project or aspects

CRADA in Ghana produced a short instructional video for social workers to help them in their work with vulnerable children. The video included specific activities they could conduct with these children, such as those promoting self-awareness and sensitization workshops. The initiative was aimed at raising the awareness of social workers about child labor and about the need for social services to target child laborers and at-risk children.

CLAP in India organized a “legal awareness” camp for the women members of a self-help group. The training activities focused on legislation relating to women’s and children’s rights, particularly regarding the minimum age of employment and education. Women’s groups (nari sangh) were also targeted by ASHA in India as partners in project activities. The groups, which included mothers of working children and of children withdrawn from child labor, organized meetings with parents in the targeted villages to discuss the causes and consequences of child labor, education concerns, and income-generating activities to support local resource mobilization. Parents attending the meetings were encouraged to send their children to non-formal community schools. The nari sangh monitored children in the villages and assisted in school lessons to encourage attendance at school and limit drop-outs. They also advocated with district authorities for improved educational facilities and programs to ease the transition of children in the non-formal education program to government schools. They also facilitated the provision of literacy classes for women, income-generating activities, savings schemes, and school meals programs.

Beyond the village level, the women’s groups engaged district nari sangh federations, known as women’s parliaments, which supported programs to combat child labor and promote education and carried out advocacy activities with local government departments. The advocacy strategy included women’s participation in panchayat (community group) elections to increase the accessibility of local governance systems and structures to women.

BAT in India established teams of community social mobilizers, including youth, women’s, and teachers’ groups, and provided training in a wide range of social mobilization skills, including setting up community monitoring and child watch programs and school-based social services.

School enrollment drives and working with education institutions

Several CIRCLE projects included school enrollment drives in their awareness-raising strategies. The aim of these drives was to highlight the importance of education and encourage parents to enroll their children in local schools or non-formal education programs. One particularly innovative initiative came from ASHA in India, which organized an “education caravan” that traveled to the different project villages. Wherever the caravan stopped, volunteers and field staff handed out leaflets and posters and informed villagers about child labor and its legal implications. The caravan staff would put on audiovisual shows for the communities, perform pieces of drama, give presentations, sing songs, and shout out slogans to entertain and inform. ASHA also set up education camps to occupy the project beneficiaries during vacations and to support their personal and social development. Participants were encouraged to bring other children along to join in the camp’s activities.

In some cases, it was found that enrollment drives were more effective if led by children. For example, Arunodhaya in India supported beneficiaries from child laborers’ schools and children’s forums in organizing street rallies, with the

ANPPCAN: Building capacity at district and local levels

In its project in Kenya, ANPPCAN recognized the importance of educating the District Child Labor Committees (DCLCs) about child domestic work and the commercial sexual exploitation of children. Such efforts have a multiplier effect when these committees pass on information and lessons learned to colleagues and other institutions at the local and community levels. DCLC members came from a broad range of government departments, including children’s services, education, health, and the police, as well as from civil society organizations. ANPPCAN conducted a series of training workshops for DCLC members in different parts of the country, conveying the causes and consequences of child domestic work and the commercial sexual exploitation of children, the hazards facing children working in these sectors, the needs of those withdrawn from these situations, and possible preventive measures.

With the knowledge gained from these workshops, DCLC members were able to undertake their own training and sensitization activities, reaching out to child labor committee structures at local and community levels, including school-based child labor committees. Some committees established help desks for working and at-risk children. Members also mainstreamed child labor issues into their routine work, for example, as provincial administrators or area education officers informed their colleagues creating awareness on a broader and deeper scale. Some committees used the information to mobilize resources for beneficiaries, for example to provide education for girls and teenage mothers at risk of entering situations of domestic work or commercial sexual exploitation.

In Ghana, ANPPCAN introduced a similar structure of District and Community Child Labor Advocacy Committees to raise awareness, mobilize different stakeholder groups, particularly political actors, and manage Community Child Labor Funds to sustain project outcomes. These structures involved a range of officials from different local government departments reflecting the cross-cutting nature of child labor and facilitating the mainstreaming of the issue into day-to-day district planning.

children carrying placards and banners and chanting slogans. The marches were also supported by women's and youth forums and employers who had signed on to stop employing children.

CLAP in India conducted a major six-day school enrollment drive in targeted communities during which vehicles with posters and loudspeakers traveled the streets announcing school enrollment dates and assisting poorer families in applying for government benefits and services to facilitate their children's attendance at school. Many families would otherwise not have been able to avail themselves of these opportunities. CLAP also organized special enrollment camps in selected remote or otherwise disadvantaged areas.

Schools and other educational programs can play a pivotal role in raising awareness among their students, parents, and teachers. AMWIK in Kenya found that the attitudes and behavior of teachers and school authorities were among the "push" factors contributing to children leaving school and going to work. Corporal punishment and poor relationships between students and teachers, particularly children from disadvantaged socio-economic backgrounds or slow learners, can make a child question the usefulness of going to school. AMWIK worked closely with schools and teachers both to raise their awareness and understanding of the issues involved and to build a more effective and welcoming learning environment. The approach was embraced by teachers in the target communities, who encouraged children to remain in school and accommodated those who came back to school after being withdrawn from child labor. Efforts were also made to reach out to and support parents responsible for their children leaving school and going to work.

Demonstrations, rallies, and public activities

Public demonstrations and rallies, especially those involving children, are a popular awareness-raising activity as they can be fun, noisy, colorful, and instill a sense of purpose. Commemorative occasions can bring together different social groups to plan marches, demonstrations, or rallies through the community or at a designated location (for example, public offices, schools, parliamentary buildings, and the main town square). Care should be taken to follow set procedures in planning and implementing public demonstrations, for example, by informing the authorities in advance, obtaining permission, and avoiding any illegal activities or being too disruptive. The objective is to win the attention and support of observers and bystanders.

Involving the participants, especially children, in the planning and preparation of the activity, for example, by having them create banners, paint posters, or develop flyers, is a good idea. Music, song, dance, drama, and other participatory activities can be integrated into the event to attract the attention of bystanders. Some implementing organizations produced printed t-shirts for the demonstrators to wear bearing awareness messages, images, and slogans.

In Recife, Brazil, CENDHEC-trained child labor youth monitors organized a municipal meeting of child domestic laborers involving around 120 children to raise awareness of the problems facing child domestic workers and to elaborate a plan of action to eliminate child labor, which was then presented to the municipal authorities. The

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CRADA: Scale of awareness-raising effort should match scale of the problem

CRADA in Ghana developed a large-scale national awareness-raising platform to alert all stakeholders about child labor as one of the most serious and widespread contemporary social issues facing Ghana and the world. The Global Voice Against Child Labor campaign was launched in tandem with an institutional fundraising effort to support programs and activities to eliminate child labor and promote education for all children.

CRADA felt that it was not possible for a handful of organizations to address issues of such magnitude and that a broader, national mobilization was necessary. It therefore created an alliance of concerned organizations and professional groups called the Coalition on Children in Exploitative Labor (CCEL).

The initiative was first developed during a meeting of stakeholders, including children, community groups, and civil society organizations. Its objective was to mobilize a broad array of actors to take action against child labor and in favor of education. It also sought to denounce all exploitation of children and to allow children to express themselves about an issue that concerned them. The campaign was based on the premise that public awareness is essential in motivating and mobilizing governments to take action and that it can also lead to more immediate and direct action by the public to reduce child labor. For example, people who use children for work, such as in domestic labor, would be influenced by the campaign to stop the practice. Appeals to join the initiative were issued through regional committees and offices of the CCEL and through volunteers interacting with the different stakeholders on the ground, including the media. Networking trips and talk shows were also organized to further reinforce the message. In order to mobilize funds and other resources, meetings were arranged with various private and public institutions.

The campaign was conducted over a six-month period, ending on 12 June 2006, the World Day Against Child Labor. Information, Education, and Communications (IEC) materials were used and various activities organized to support the campaign. A Child Labor Millennium Book was created in which children wrote messages of support and included their signatures and thumb prints. As a result of the campaign, the CCEL membership grew from 22 to 50 partners. The initiative also contributed to the development of local legislation, policies, and resolutions on child labor, and District Assemblies included the issue on their regular agendas, identifying educational interventions.

meeting was supported by CENDHEC and the Brazilian government's PETI program (Programa de Erradicação do Trabalho Infantil, see chapter on Advocacy) and received extensive media coverage.

Organizations can be as imaginative and creative as they wish in coming up with new ways to raise awareness and should involve stakeholders in brainstorming ideas. Some particularly innovative ideas drawn from CIRCLE best practices include:

- *a campaign for immunization against indifference towards children and adolescent workers – CEIPA, Guatemala (see box 1a);*
- *a human chain involving 1,200 children in the Arunodhaya project in India, calling for a clean and healthy environment, thereby linking environmental issues to the protection of children, including the reduction of child labor. The human chain activity was also used by VOCRDC in India;*
- *a moped campaign conducted by VOCRDC in India in which posters with messages on child labor and education were attached to around 50 mopeds, which were then driven around the target communities. Similarly, a rally organized by DWAY in Pakistan involved hundreds of bicycles, motorcycles, and auto-rickshaws.*
- *mobile education centers set up by NDS in Bangladesh, which visited the project's target areas, raising children's awareness of different forms of child labor and fundamental children's rights and encouraging them to seek a better future through education and skills training;*
- *sporting events, such as a friendly football match organized by MUK in Bangladesh as part of an open-air public awareness event or a cricket tournament organized by DWAY in Pakistan;*
- *the creation of "child labor-free villages" by CRED in India;*
- *integrating awareness of child labor and education at traditional durbars (village festivals) in Ghana;*
- *the Global Voice Against Child Labor campaign, CRADA, Ghana (see box 1e);*
- *a candle-lit rally organized by CLAP in India, culminating in marchers taking an oath in a local religious temple to work against child labor;*
- *use of traditional musical instruments and song in the RADA project in Sierra Leone.*

It is not always necessary to organize a stand-alone event. Sometimes child labor can be integrated into other events. For example, CLAP in India set up an information booth during a major religious festival. Dos Generaciones in Nicaragua made use of two events that affected the target community and the beneficiaries in order to reinforce its main awareness messages on education and child rights:

A teachers' strike:

A national teachers' strike was organized during the project's attempts to convince parents to send their children to school rather than to work, which could have been detrimental to the message being disseminated if not handled constructively. Dos Generaciones used the opportunity to express support for the teachers and to use the situation as



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CEBIAE: Identity card campaign

Several CIRCLE partners mobilized communities and local authorities to ensure that disadvantaged children, many of whom work and do not go to school, are accorded one of their fundamental human rights: the right to an identity. These campaigns called for the official birth registration of all children so that they can enjoy other fundamental rights, such as education, health, and social services.

CEBIAE in Bolivia launched a campaign entitled "Programa cedulação gratuita – Yo existo – Existe Bolivia" ("Free identity card program – I exist – Bolivia exists") to ensure that beneficiaries could obtain national identity cards. Awareness-raising workshops were organized in schools for students, parents, teachers, and principals to promote the right to an identity and to exercise citizenship.

Local government elections:

Elections can be a problematic time for projects, particularly when involving political stakeholders. However, Dos Generaciones took the opportunity to mobilize community members to engage politicians during their election campaigns and to urge them to include children's rights in their political agendas.

Organizing rallies are effective in raising awareness in the community

Establishment of stakeholder groups and forums

Raising the awareness of stakeholder groups has an important multiplier effect when stakeholders pass on information to their own members and constituents. With this in mind, a number of stakeholder-specific groups and forums were established by different projects:

Children's and youth clubs:

These clubs provide children with a safe after-school space where they can join in extracurricular activities, such as sports, art, drama, and music, and enjoy socialization opportunities. In some cases, these clubs offer additional or remedial tutoring for children experiencing difficulties in school. The clubs also provide a forum for children to learn about and discuss issues of concern to them, such as child labor, education, children's rights and responsibilities, and their hopes for the future. Moreover, the clubs enable the young to keep an eye out for each other and can act as an early warning system to identify children at risk of entering situations of child labor or falling victim to trafficking. Clubs can be forums where children learn how to protect themselves and report cases of abuse and neglect.

Raising the awareness of stakeholder groups has an important multiplier effect when stakeholders pass on information to their own members and constituents

Women's forums and self-help groups, indigenous peoples' forums, and teachers' forums:

A number of organizations recognized the importance of establishing structures to cater to different gender, social, and professional groups in target communities and to provide them with opportunities to meet and discuss issues of common concern. Women play a key role in their children's activities and development and therefore in helping to reduce and prevent child labor and in ensuring children go to school. Indigenous peoples often suffer social exclusion and discrimination, which can lead to their children not being able to access schools or education programs and ending up in situations of child labor. Teachers play a significant role in the lives of children through school and play an even greater role in helping at-risk children or former child laborers to return to the classroom and complete their education. The aim of creating these specific groups is to raise their awareness of the problems and engage them in identifying solutions. In the CIRCLE projects, discussion, while focused on withdrawing children from work and getting them into school, also touched on issues such as health and hygiene, early child marriages, food security, birth registration, violence against women and domestic violence, trafficking, income generation, and social protection.

Child labor committees and clubs:

In some cases, child labor committees and clubs were established to raise awareness of child labor and to improve the protection of at-risk children. These committees were set up in schools, communities, districts, and provinces and involved a wide range of stakeholders, including community leaders, government officials, members of civil society organizations, religious leaders, parents, children, employers, police authorities, school authorities, and teachers. At the levels of school and community, the committees raised awareness among at-risk children of the dangers of child labor and how to protect themselves. The School-Based Protection Networks established by HCC in Cambodia had an especially important role in relation to trafficking. Awareness-raising activities included organizing special inauguration ceremonies for the child labor committee members, where they took an oath to work for the elimination of

child labor and to promote the right to education.

The creation of clubs and forums for children, particularly vulnerable children, was a common practice in many CIRCLE projects and played an important role in helping children to understand the issues



Children's forums are groups in which children can socialize, raise awareness on hazardous child labor, and discuss issues concerning their peers

ISAT: Mural painting to highlight the dangers of child labor in small-scale mining

The ISAT project in Peru highlighted the dangers of child labor in small-scale mining in the Huanca region. One of the most successful awareness-raising activities was a drawing competition organized for schoolchildren from different age groups. Children were asked to portray the dangers they face when working in the mines and to think about their own rights and happiness in their drawings.

Secondary school children also took part in another competition involving painting murals on walls in the community. The murals included pictures and messages on the effects of small-scale mining on children. They provoked a strong reaction within the community as the issue of children working in the mines had been a taboo subject prior to the project. Most people in the community now agree that mining is detrimental to the health of both children and adults. The murals remain as a constant reminder to passers-by.

The competition winners received their awards at a major public ceremony organized at a local school. The ceremony was used to further raise awareness through song, dance, and children's poetry on child labor. A school calendar was designed using the winning drawings.

The competition provided an opportunity for children to express their concerns about working in the mines. The involvement of parents and teachers helped them to understand the dangers of child labor and the importance of education. As a direct result, some parents decided to enroll their children in computer classes during the summer vacation rather than sending them to work in the mines.

facilitate their participation in the decision-making process, especially on issues of direct concern to them. In some projects, structures were established to involve children and young people in the political process. In the CEIPA project in Guatemala, city authorities supported the establishment of a Municipal Council for Children and Adolescents (COMUNA), which was made up of 19 project beneficiaries aged 10 to 17 years, each of whom was elected for a one-year term (see box 1a). COMUNA developed its own action plan to promote children's rights, to identify problems affecting children and adolescents in the city, to act as a voice for children with the city's institutions, and to influence municipal authorities. Members worked closely with the mayor's office, which committed itself to sustaining COMUNA beyond the life of the project. In the RAC project in Mali, child beneficiaries established a children's government, which met to discuss issues directly related to them.

In India the BAT Child Friendly Village (BMG) project established formal children's assemblies, *bal panchayats*, based on the village assembly structure, *panchayats*. These bodies facilitated the involvement of children in village-level decision-making processes. Volunteers from other community groups, including youth and women's groups, assisted in setting up these structures and in supporting the children in their discussions and activities. The assemblies operated like any other, with elections for leadership positions. Girls were encouraged to participate, and priority was given to them in elections for certain positions. During the elections, children were assisted in gaining an understanding of issues of concern to them, including child labor, education, and early marriage, and in preparing personal election manifestos. The children's assemblies were formally recognized by similar adult assemblies, which met with them on a regular basis to discuss issues of concern, including those affecting the allocation of resources. For example, some of the concerns raised by the children's assemblies included water shortages in some villages, the lack of women teachers for girls' education, the need for appropriate sanitation and kitchen facilities in schools, the need for adequate sports facilities, and the organization of extracurricular activities.

involved and their roles in protecting themselves and other, at-risk children. ASHA in India established children's clubs in targeted communities, which all children could join and where they could take part in a wide range of activities, both academic and non-academic. The clubs encouraged social interaction between children in the community. To show the children how democratic governance systems work, each club appointed a prime minister, a chief minister, and health, education, finance, and other relevant ministers. Discussions at regular meetings focused on issues such as education, health, food security, advocacy, and child labor. At the area level, the village children's clubs joined together to form a children's parliament with a similar ministerial structure. Each club then nominated two representatives to attend the parliament, and the ministers were elected and assigned portfolios and responsibilities. These structures have contributed significantly to the personal and social development of the children.

School and child activists and facilitators and peer educators:

When it comes to messages about social and health issues, children and young people often respond more positively to peers. A number of projects enlisted the support of children and young people in establishing core groups to operate in schools, non-formal education centers, or the wider community, or a combination of these. For example, HCC in Cambodia and DWAY in Pakistan trained child activists to raise the awareness of their peers and to create a protection network to monitor at-risk children. They visited classes in their schools and engaged their peers outside school, such as when walking home after school or even working in the fields. (See also Peer Education.)

Political structures for children and adolescents:

Children and young people respond favorably to efforts to integrate them into local political structures and to fa-

Employers' groups:

A number of projects solicited the support of employers to encourage them to stop employing children and to persuade other employers to do likewise. It is important that employers are aware of legislation regarding minimum ages of employment and of the consequences of hiring children below these ages, including the negative effect it has on the lives of the children and their future employment prospects. In the Arunodhaya project in India, employers who agreed to stop hiring children received a sticker stating that their workplaces were free of child labor and that the employer supported the right of all children to education. In the AMWIK project in Kenya, stakeholder groups approached employers in known child labor areas to encourage them to stop employing children.

Involving celebrities and politicians

Enlisting the support of a well-known individual or group can be a powerful method of creating awareness. The person best suited will depend on the message and the target audience. For example, children look up to sports stars, television personalities, musicians, popular singers, and actors. A message coming from them could not only have a significant impact on children and young people but also attract media attention and sensitize an additional group of stakeholders who might not be easy to reach under normal circumstances. If support can be gained from celebrities or politicians with regional or even international influence, the impact will be that much wider.

Enlisting the support of a well-known individual or group can be a powerful method of creating awareness

Theater and arts-related activities

Theater is a widely used learning method for children and young people, combining fun and entertainment with a means of developing confidence, memory, self-discipline, and self-esteem. Theater also has healing powers and is often used in therapy for those who have suffered psychological, emotional, or even physical trauma. As an awareness-raising tool, it can take a variety of forms, from basic role-play to wholesale theater productions. In the Aasaman project in Nepal, street drama was used to great effect in targeted communities, using an interactive theater methodology involving the audience in identifying solutions to particular situations (see box 1b).

Sociedade 1 de Maio in Brazil used a form of therapeutic theater called “psychodrama” in the children’s club, Cluberê. Therapists used puppets with primary school-age children suffering from behavioral problems. Children used the puppets to recreate stories based on their own situations at home and in the streets. This enabled them to express their feelings and the therapists to work through the puppets to help the children understand and cope with these situations. The process had a positive impact on their behavior and their ability to socialize with other children.

Similarly, arts-related activities, such as painting, drawing, writing, music, singing, dance, and photography, are commonly used tools in awareness-raising, particularly with children. They have featured in extracurricular programs for at-risk children or former child laborers, encouraging them to sing, draw or write about child labor and their personal experiences. For example, in the ISAT project in Peru, beneficiaries painted murals and wrote messages about the hazards of small-scale mining for children on walls throughout the community (see box 1g). A similar activity was conducted by ASHA in India, in which messages relating to the problem of child labor, corresponding legislation, and the roles and responsibilities of parents and the community were painted onto walls. Children can express themselves in a variety of artistic ways to communicate to other children about the dangers of child labor and the importance of education. If arts-related competitions are organized to raise awareness, incentives can be offered to encourage greater participation of children, such as books, paints, and stationery that can support children in their education.

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OBISPO: Speaking the language of children

As part of its awareness-raising program aimed at children in the target community in Bolivia, OBISPO created Reymundo, a cartoon character who captured the hearts and imagination of the children. Reymundo is a little boy who loves the world and wants to save the environment. However, he has an enemy, Mr Cochambre, who loves garbage and pollution. The two characters are presented in a story book explaining how to fight Mr Cochambre. In under a week, Reymundo became a school hero and the children identified closely with him. He became a role model and they became more receptive to his messages regarding the hazards of scavenging in the landfill areas.

Both children and adults can create posters, paint pictures, design information leaflets, produce banners for rallies, develop slogans for demonstrations, write stories, compose letters to politicians, and so on. In the Aasaman project in Nepal, primary school children painted educational and awareness-raising messages and pictures on school walls. These included the alphabet, a map of Nepal, and some pro-education slogans. The aim was to provide some fun for children withdrawn from child labor and also to pass on important life messages to other children. Part of the exercise included a meeting between the schoolchildren and a professional painter to discuss the concept of conveying social messages through painting. Children from

Cluberê in Brazil set up their own carnival band, created dance routines, and prepared pamphlets on child labor for an annual carnival.

Commemoration of national and international events

There are numerous occasions in a country's or region's calendar when awareness-raising activities can be organized. CIRCLE activities were often in the form of public rallies and demonstrations for which banners, posters, slogans, and flyers were made and special declarations drafted. The Sarlahi Declaration in the Aasaman project in Nepal, for example, had seven main points, including not employing children, ensuring the registration of all births, an end to discrimination, an end to child marriages, and the need for all children to go to school. Schools, non-formal education programs, and communities used these events to organize, for example, sport and recreational activities, quizzes, competitions, and drama performances. These occasions were also used as opportunities to facilitate social interaction between children participating in non-formal education programs and schoolchildren.

Events for which awareness-raising activities were organized included:

- *World Day Against Child Labor*
- *International and national days for children and child rights*
- *International Human Rights Day*
- *World March of Women*
- *International Literacy Day*
- *World Teachers' Day*
- *World AIDS Day*
- *National education days*
- *International Labor Day*
- *Global Action Week for Education for All*
- *National days, such as independence days*
- *Religious and other festivals*

Data collected on child labor and the accessibility and quality of education can contribute to the design and implementation of awareness-raising strategies

Data collection and research

Data collected on child labor and the accessibility and quality of education can contribute to the design and implementation of awareness-raising strategies and can help identify the personal and human stories that are so effective in getting people's attention. In addition, the very process of collecting information, for example through focus groups or interviews, raises the awareness of those participating. Baselines and follow-up surveys can determine attitude change and impact.

Information, education, and communication materials

Information, education, and communication (IEC) materials are tools with which awareness is built and reinforced. These materials take many forms and should be tailored to the various target groups. By listing the target groups, it should be possible to assess what type of awareness-raising materials are best suited. For example, when targeting children it is important to use vibrant colors, powerful images, and punchy slogans. However it is conveyed, the message needs to be succinct and clear. There are many innovative and creative ways to convey messages to communities and social groups.



Informational materials are important in raising awareness and reinforcing lessons learned

Some examples from CIRCLE projects include:

- *calendars — poster-sized wall calendars or desk calendars. Calendars can be put up in schools, police stations, government offices, bus stations, railway stations, and so on, and can reach a wide audience;*
- *flyers with information on the dangers of child labor and the importance of education, printed on colored paper. They are relatively inexpensive to produce and can be handed out during rallies, demonstrations, and other public events;*
- *pamphlets going into more detail on the problems of child labor and effective solutions to reduce and prevent it, particularly encouraging children to go to school;*
- *stickers and postcards with messages on child labor and education;*
- *badges to be worn on clothing bearing appropriate messages;*
- *bookmarks conveying messages on child labor and education or useful information for at-risk children on, for example, where to report abuse. These are inexpensive to produce and can be handed out in libraries and schools and for literacy drives for children. They also implicitly promote education as an alternative to child labor;*
- *T-shirts, caps, jackets, and other articles of clothing bearing images, messages, or slogans. These items can be more expensive than others to produce but are effective in getting messages across to the beneficiaries, families, and the wider public. Clothing has a longer life span than flyers or posters and can act as both a reminder and a memento of the project for the beneficiaries;*
- *posters with pictures and messages on child labor and education, sometimes designed by the beneficiaries or through competitions.*
- *cartoons using attractive and simple designs and messages targeting children, as used by RAC in Mali;*
- *slide shows using positive images to encourage children to go to school, used to great effect by VOCRDC in movie theaters in India during the previews;*
- *billboards and similar large advertising media;*
- *video documentaries on child labor and education;*
- *training manuals.*

Enlisting media support

Enlisting the support of the media requires a two-pronged approach. The first is to organize sensitization workshops for media workers, such as television and print journalists, photographers, editors, and program producers, to deepen their understanding of the problem of child labor and the role education can play in reducing and preventing it. During the development of a media-awareness strategy, journalists or other media professionals with a track record of covering social issues can be identified and their support solicited.

Once the awareness of journalists has been raised and their interest aroused, their involvement in project activities can be sought more regularly and comprehensively. At the same time, efforts should be made to empower the beneficiaries and other children in the community to communicate with the media and to pass on experiences and stories that might provide a human interest angle for the media. As part of its project in Guatemala, CEIPA organized a training program for children and youth in media communication techniques. As part of this exercise, a radio station in Quetzaltenango launched a program called “Teen’s Voice” in which the trainees passed on information about the rights of children and adolescents, the risks of child labor, and the importance of education. CEBIAE in Bolivia produced a radio program entitled “Face to face with education” on issues relating to child labor and education, encouraging listeners to become active participants in the debate rather than passive receivers of information. It also provided CEBIAE with opportunities to inform listeners about their interventions and to explain the role of education in reducing and preventing child labor. The CLASSE project in West Africa organized television debates on the theme of education as an alternative to child labor, in which experts from the Ministry of Education participated.

BASE in Nepal collaborated with local radio stations to broadcast messages on child labor (particularly child slavery) and education and to encourage the public to report situations of children working below the minimum age of employment. In other cases, messages were transmitted via interviews with the organization’s staff. For example, RADAR in Nepal arranged for its president and a Winrock regional staff member to be interviewed. In a radio phone-in program of the YONECO project in Malawi, panelists provided background to the problem and then fielded questions from listeners from all over the country. Radio phone-ins attract considerable interest from the general public as listeners participate in the debate.

Once the awareness of journalists has been raised and their interest aroused, their involvement in project activities can be sought more regularly and comprehensively

A number of CIRCLE best practices worked with media to raise awareness on a broader scale, including through news stories, interviews, and whole series of programs. For example, ANPPCAN in Kenya worked with the University of Nairobi and the International Organization for Migration (IOM) to broadcast a six-program television series to raise public awareness of trafficking, including the trafficking of children into forced labor or the commercial sex industry. VOCRDC in India collaborated with a cable television network to produce a public service announcement on the elimination of child labor and the importance of education, which was played every 30 minutes during the campaign. CWIN in Nepal produced a television documentary highlighting the Child Rights Forums' work to reduce child labor through education, which was broadcast on the national television station.

With the advent of digital photography and video technology, there are growing opportunities for organizations to develop their own media materials. DWAY in Pakistan captured the day-to-day lives of child laborers on video in the project's target areas. It also interviewed a range of stakeholders, including the local city council and parents of child laborers and used this as awareness-raising material in community activities. CEBIAE in Bolivia produced a video on the challenges facing child laborers in the classroom and their relationship with their teachers. The video showed the working conditions of child laborers and explained the impact on their learning capacities and their ability to go to school. CWIN in Nepal created a web site entitled "childlabournepal.org," which was kept updated and continued beyond the life of the project. It was designed to appeal to professionals and activists working on the issue of child labor and to students for academic use.

3.6 *Monitoring - impact assessment*

One of the main objectives of raising awareness of social issues, particularly of child labor and children being denied an education, is to prompt change in attitudes and behavior in society. Situations are sometimes perpetuated by the attitude "this is how it has always been and nothing will or can change." While this is only one reason for the existence of child labor, with poverty the main cause, it does underline the importance of awareness-raising efforts to convince target audiences that change is both desirable and possible.

It is only by educating communities and providing them with knowledge, capacities, and motivation that the process of social change can begin. There are many examples around the world — not least in the CIRCLE projects — of how disadvantaged communities, once mobilized and informed, have been prepared to do everything they could to ensure that their children did not work at a young age and in hazardous workplaces and that they obtained a decent education. If accompanied by supportive interventions, such as skills training for children and adults and income-generation activities, these changes can be sustained over the longer term and make a lasting difference.

A measure or indicator of the success of a project is the extent to which changes have been achieved in social attitudes and behavior in the target community. To measure this, benchmarks need to be established prior to project implementation. In other words, appropriate surveys need to be carried out before and after the activities. If the survey is only carried out at the end of the project, there will be nothing with which to compare the results.

A questionnaire to assess attitudes and behavior should be developed and adapted for the different stakeholders prior to any awareness-raising activity. It is important that stakeholders respond honestly — they should not be informed about the goals of the project beforehand. Specialists in conducting these types of surveys can help with the design of the questionnaire. Consideration should also be given to survey techniques. For example, interviews and focus group discussions

can often be effective in assessing attitudes and behavior. A similar process should then be carried out either at the end of each awareness-raising activity or at the end of the project, depending on time and resources.

The before and after survey results will enable a detailed analysis of any change achieved. Change in attitudes and behavior are crucial to sustainability and therefore a strong argument for carrying out such surveys.



Measurements of awareness can be made through assessing behavioral change

4. Sustainability

Awareness-raising and the resulting changes in attitudes and behavior within a community contribute significantly to sustaining project outcomes. Informally, a number of CIRCLE implementing partners noted changes in the attitudes and behavior of different stakeholders based on regular interaction with these groups. For example, parents might comment on the improvement in their children's behavior at home or teachers might note that children are less disruptive in class. Ideally, an attitudinal or behavioral survey should be conducted to assess the extent to which awareness-raising activities have contributed to sustainability (see Section 3.6). Awareness-raising should not be seen as an end in itself but as a means to an end. It should be a key element in a combination of interventions. If communities can be influenced and government authorities and institutions won over, they are more likely to take ownership of the project and be willing to work to sustain the outcomes after it ends.

The following points should be kept in mind with regard to strengthening sustainability:

Ownership:

From the earliest stages of project design, it is important to engage stakeholders in every area of activity, including awareness-raising. This enhances a sense of ownership of the activities and ensures they have a vested interest in their success.

Involving children and youth:

Involving young people in awareness-raising allows them to share in a dynamic vision of their communities, and the training they receive or skills they acquire while carrying out activities can serve them in the future. As tomorrow's parents and community leaders, young people can be powerful agents for social change. For example, the children's clubs and parliaments established as part of the ASHA project in India created durable institutions for meaningful children's participation.

Awareness-raising and the resulting changes in attitudes and behavior within a community contribute significantly to sustaining project outcomes

Building institutional structures:

An awareness-raising strategy used by many implementing partners involved establishing different groups in different settings, such as child labor committees in schools and children's clubs in the community. Creating community-driven structures considerably increases the chances that they will remain active beyond the life of the project.

Involving women and women's groups:

The women in the communities are typically the mothers of the working children or related to them and are concerned for their well-being and future. They will continue to support activities beyond the project's lifetime, including through resource mobilization and advocacy.

Engaging the media and other institutions:

Engaging the support of the media in raising awareness considerably broadens the impact. Once sensitized to the interrelated issues of child labor and education, these change agents may continue to cover them in regular programs. Similarly, raising the awareness of government departments and officials will help to sustain outcomes in the longer term.

Targeting of activities:

The impact of awareness-raising is greatly enhanced if clear targets of the activities are identified, for example local and/or national politicians, business people, or other decision-makers, and then followed up. In some CIRCLE projects, politicians who observed activities such as children's theater announced their intention to include children's rights in political party manifestos. It is important to hold those who make such statements accountable for actually following through.

Building and reinforcing partnerships:

Some CIRCLE implementing partners found raising the awareness of other civil society organizations and community partners to be effective in sustaining project outcomes. By building new partnerships or reinforcing existing ones, it was possible to mainstream child labor and education into the agendas and programs of others working on social issues.

Mobilization of resources:

Raising the awareness of potential donors can facilitate the mobilization of resources, which can be used to support project outcomes in the longer term. For example, local businesses may be willing to support children's education by covering the costs of school materials and equipment. In the case of the AMWIK project in Kenya, the DCLC in one project area organized an awareness- and fund-raising campaign at a local school to provide school uniforms to vulnerable children

and a school lunch program. This campaign was motivated by communities hearing the radio programs on child labor and participating in debates on the issue and on strategies to help the children. The targeted communities in the ANPPCAN project in Ghana established child labor savings accounts, managed by the District and Community Child Labor Advocacy Committees, and implemented awareness- and fund-raising activities during community *durbars* (village festivals). The funds raised were deposited into each account to contribute to children's education in the long term. These activities were strongly supported by political and business leaders, as well as ordinary members of the public.



Programs on television allow messages to reach a large group of people

5. Challenges

Below are some challenges to keep in mind when planning awareness-raising activities:

Cultural and traditional barriers:

If situations of child exploitation, including child labor and denial of access to education, prevail in a particular area, there may be cultural and/or traditional reasons for it. Overcoming these barriers takes time and sensitive dialogue. A rushed approach risks backfiring completely and further reinforcing acceptance of the status quo. For example, some child members of the school-based children's clubs in the RADA project in Sierra Leone were verbally and physically abused during their awareness-raising activities because adults felt insulted that children were addressing them on cultural issues and calling for changes in their behavior.

Language barriers:

Awareness messages are most effective when they adopt the language best understood by the target audience. This might mean translating materials into a local dialect or it might mean using a style of language that characterizes the social group. For example, children and young people often have a vocabulary specific to their generation. Certain language barriers might exist within a community, for example, if there is a high illiteracy rate. If people cannot read or write, it would make sense to use auditory methods or imagery rather than written messages.

Follow-up:

Follow-up should be built into activities to assess whether they have achieved their desired goals and to build on progress made in changing attitudes and behavior. This requires the elaboration of a continuous and integrated awareness strategy that reinforces links between activities rather than implementing a series of unrelated ad hoc events. There must be a clear sense of purpose and vision if the momentum generated by an awareness campaign is to be sustained beyond the initial activity.

Holistic approach:

A holistic approach offers solutions to new challenges that arise. For example, one project noted that as a result of school enrollment drives, classes became overcrowded in a local school leading to a negative impact on quality. In situations such as these, efforts must be made to work with the relevant authorities, stakeholders, and institutions towards solutions to cope with possible outcomes of activities.

Support:

Interventions to increase awareness among disadvantaged and impoverished communities about the social problems they are experiencing should be accompanied by collaborative efforts to overcome the problems. Raising awareness is the first, but not the only, step towards empowerment of the community. The scale of the response ought to match the scale of the problem.

Stakeholder involvement:

A major challenge facing organizations is in mobilizing the actors who play a role in shaping public opinion and political decision-making at the local and national levels. Every effort should be made to involve the media in

awareness-raising activities, including the written press, radio, television, and electronic media. If, for example, the project is targeting an illiterate and remote community, radio will most likely be the most effective choice. (This also means ensuring that the relevant equipment is available to receive the broadcasts.) Enhancing the knowledge and understanding of government institutions and officials and politicians is important from the perspective of long-term sustainability. In some places, this might also mean targeting traditional leaders. Likewise, employers should be a key target group. In cases where children were employed in a community and the project leads to them leaving work and going to school, there may be a backlash against the project from employers. Therefore, it is vital that employers are included in awareness campaigns and invited to participate actively in supporting educational opportunities for children.

Overcoming discrimination and exclusion:

Wherever relevant, efforts should be made to ensure that structures and groups established to raise awareness of child labor and education are as inclusive as possible. For example, school-based children's clubs or committees that include only at-risk children or former child workers can lead to a situation in which the club and the children become marginalized and stigmatized in the school. Far better to have a club or a committee that is open to all.

Other relevant chapters

Advocacy, p. 66

Education, p. 82

Peer Education, p. 144

Child Labor Monitoring, p.156



Having children socialize among themselves allows discussion about the value of education

Advocacy

1. Introduction

The ultimate goal of advocacy is to mobilize political decision-makers at all levels in order to bring about social change by having an impact upon relevant policies and programs. Policies and programs relating to access to and the quality of education are closely linked to the issue of child labor. Governments need to recognize this interrelationship and take it into account in their decision-making so that strategies adopted to remove children from hazardous workplaces and place them in education programs are sustainable and responsive to the needs of children in or at risk of child labor.

Awareness-raising, which is dealt with in detail in the previous chapter, is an integral part of advocacy. It is a means to inform political stakeholders, for example, of the need to develop or reform the policy and legislative framework relating to child labor and education. Awareness-raising, as part of advocacy, is the vehicle to disseminate the message, while the end goal is to influence political decision-making.

Reform of education policy is critical to overcoming the deficiencies that make education inaccessible to certain groups or of such poor quality that neither children nor their parents see it as relevant or useful. Policy development at all levels needs to integrate the specific needs and expectations of working children and children at risk and ultimately to create an enabling environment for the reduction and prevention of child labor.

Through advocacy, political decision-makers can be made aware of the local child labor situation and the causes and consequences of child labor, and their involvement can be sought in the practical implementation of project activities. Ultimately, this will affect their actions and decisions so that they take into account the situation of child laborers and at-risk children when pursuing policies.



Determining existing institutions and structures against child labor can serve as an entry point for advocacy activities

CIRCLE partners with an identified best practice in advocacy

Africa	Asia	Latin America
ANPPCAN, Ghana	BAT, India	CEBIAE, Bolivia
CRADA, Ghana	CLAP, India	CENDHEC, Brazil
ANPPCAN, Kenya	RADAR, Nepal	CEIPA, Guatemala
WHEPSA, Senegal	VOCRDC, India	PAMI, Guatemala
APEGS, Sierra Leone	CAC, Nepal	
RADA, Sierra Leone	CWIN, Nepal	
	HOPE, Philippines	
	KKPC, Philippines	
	QK, Philippines	

2. CIRCLE experiences with advocacy

Advocacy activities undertaken in the context of CIRCLE projects mainly involved organizing meetings and discussions with political groups, politicians, or other elected representatives, such as mayors and municipal councilors. These meetings ranged from major national events bringing together different stakeholders to smaller, more focused local meetings. In some cases, advocacy efforts have led to the adoption of local regulations and by-laws to support activities initiated by CIRCLE projects. QK in the Philippines, for example, was able to persuade the local governments in some project areas to pass legislation providing for the creation and strengthening of community councils for the protection of women and children.

3. Designing advocacy activities

Influencing policy and mobilizing political decision-makers requires considerable time, coordination, and resources. Politicians, particularly at the national level, are busy people with many demands on their time, competing priorities, and personal and political agendas. Working with political representatives at the community or local level has its own

2a

CWIN: Children as advocates

The CWIN project in Nepal organized a National Forum of Working Children, bringing together children from different occupations. The forum drew up a set of written recommendations, which were presented to the Minister of Labor, who gave his assurances that the government would implement existing child labor legislation and policy.

Following the forum and using its outcomes paper as a working document, CWIN organized a workshop for representatives of national institutions and international organizations dealing with the issues of child labor, child rights, and education. The participants reviewed existing government policies on child labor and education and drafted an improved policy document on the education of working and at-risk children.

CWIN also sought the involvement of local government institutions, including the District Women's Development Office, the Department of Women's Development, and the District Child Welfare Board in the project location. In addition, it put together a package of advocacy materials including a booklet on "Myths and Realities of Child Labor," which was distributed among various stakeholders, including government institutions.

difficulties, particularly due to their susceptibility to local influences. It is not easy to organize a meeting involving a number of politicians, possibly of different parties and persuasions, and ensure that they remain for the duration of the meeting and participate meaningfully. Nevertheless, it is worth persevering, as change is more likely to be sustainable if underpinned by political will and commitment.

Organizations often begin with grassroots or community activities such as surveys, interviews, and focus group discussions and then use the results to raise awareness within the community itself and then to inform a whole range of other stakeholders. Often, local stakeholders who are most closely involved with the situation on the ground are willing partners in awareness-raising activities directed at national politicians and in demanding changes to policy, particularly on education, and the provision of adequate resources to accompany these changes.

3.1 Defining the purpose of advocacy

The first step is to decide on the objectives of the advocacy activities. Some projects focus on "downstream" activities, such as practical interventions at the local level aimed at the removal of child laborers from work and placing them in education programs. In these cases, awareness-raising usually takes place within the community.

Through downstream activities, critical knowledge is acquired that can then inform “upstream” advocacy activities targeting policy makers. Advocacy strategies are most effective when built on practical, first-hand knowledge and statistics. They are further strengthened by the participation of stakeholder groups, including children. However, they should also be targeted, for if they are too broad, they may not achieve the desired impact.

The 5 Ws approach is useful when planning advocacy activities:

Who:

This requires determining the political representatives to be targeted. Greater impact may be achieved if there is already an opening, such as a sympathetic politician or group of politicians. When researching whom to target, the following points should be considered:

Are there past, ongoing, or upcoming child labor initiatives in the country that already involve certain politicians, such as an ILO-IPEC program?

Do institutional committees and bodies responsible for policies and programs addressing child labor, education, or related issues already exist, for example a national committee on child labor or a national education committee?

If so, who sits on these bodies?

Have any politicians spoken out on child labor, education, or related issues?

It may not always be possible to identify sympathetic politicians. Whoever is targeted, they should be in a position to bring about change or facilitate the process of change, such as ministers of labor, education, social services, or of women and children, or their local counterparts. Some of the CIRCLE projects focused on community leaders or traditional authorities, such as chiefs in Sierra Leone and village assemblies in India, which have significant administrative powers at community level.

2b

KKPC: Mobilizing the support of local politicians

In Quezon City in the Philippines, KKPC made a concerted effort to involve local politicians through visits to the city council offices by the project director, writing letters to city politicians on the project, and inviting them to participate in project activities. The results were positive, and the city’s mayor agreed to attend a special induction ceremony of the child beneficiaries.

In addition, KKPC capitalized on the early interest expressed by a city councilor in the project, based on newspaper coverage, and fostered a close relationship that led to the councilor persuading the mayor’s office to include project beneficiaries in a scholarship program for college education. The same councilor, supported by like-minded colleagues, also sponsored resolutions on child labor in city council meetings, which led to the adoption of a local law prohibiting the employment of children below the age of 15 in public and private undertakings within the jurisdiction of Quezon City.

What:

The content of the advocacy message will need to be clearly defined. For example, will the message focus on child labor, on education, or on both, and how will the interlinkages between the two be made clear? The target audience will influence the content of the message. For example, if the message is aimed primarily at senior education officials, it might relate to improving access to and the quality of education for out-of-school or disadvantaged children, children combining school and work, indigenous or tribal groups, or other socially excluded groups.

It is important that the communities are encouraged to mobilize their own resources to support and sustain their activities



The ANPPCAN project in Kenya, for example, established a list of policy issues relating to education and vocational training opportunities that needed to be addressed and then identified what the government could do in practical terms. It did not just establish a wish-list of policy and legislative change, but also contributed to the debate on how it could be achieved, offering solutions to political representatives rather than just presenting them with problems.

When:

The timing of advocacy activities will need to fit into the overall project timeline, taking into account other activities and the agendas of the target audience. If an advocacy message is to include the outcomes of other project activities, such as a survey, clearly this will have an impact on when the message can be formulated and delivered. Similarly, if elections or other major political events are scheduled, it is wise to plan advocacy activities accordingly so that they either do not coincide or are used to best advantage. Advocacy strategies should also take into account and feed into upcoming local or national debates that might have policy implications, such as legislation on education reform.

Where:

The decision whether to focus on local or on central government or on both will affect the types and location of activities planned. For example, activities aimed at national authorities are best organized in the capital city, where national parliaments and central government institutions are usually situated. Busy politicians are unlikely to travel long distances for meetings. For local-level advocacy, best results can be obtained by involving politicians and councilors in community-based activities and facilitating interaction between them and other local stakeholder groups.

Why:

What is the purpose of the advocacy activities? This question needs to be addressed early in the planning stage when establishing the project objectives. Doing so will help to determine whether to include advocacy activities, at what level (local or national), and at whom they should be directed.

How:

Methods of disseminating the message are examined in greater detail later in this chapter and should help to stimulate further ideas and thinking. Points to consider include whether and how to involve different stakeholders in the dissemination process. The participation of children, for example, be they child laborers, former child laborers or children at risk, can have an impact on the process, attract media attention, and contribute to their personal and social development.

Activities aimed at national authorities are best organized in the capital city, where national parliaments and central government institutions are usually situated



Establishing a partnership with local or national advocacy organizations can be effective against child labor

3.2 *The role of advocacy in creating an enabling environment*

Establishment of adequate national political and legal frameworks is part of creating an enabling environment for the reduction and prevention of child labor and the promotion of education. Research into existing frameworks should assess the following:

- *current or prospective local or national political debate on relevant policies and legislation;*
- *existing or prospective national development plans, encompassing poverty alleviation, EFA, social welfare, employment (particularly minimum age), technical and vocational education and training, hazardous child labor, child protection, etc.;*
- *ongoing or planned programs of international agencies, particularly of the World Bank, UNESCO, and UNICEF, but also others, including international NGOs, that may affect national development plans;*
- *past, ongoing, and future ILO-IPEC programs, as these will affect the political landscape, for example through the existence of a national committee on child labor, lists of hazardous child labor, legislation on minimum age of employment, etc.;*
- *the involvement of key authorities and political parties at the local and national levels in areas affecting child labor, child development, and education;*
- *current and future local and national initiatives, including events, debates, and other activities that may affect child labor and education policies and programs;*
- *resources currently allocated for the implementation of child labor and education policies and legislation.*



Village leaders can become spokespersons for advocating to end child labor, and provide education opportunities for children

Being armed with knowledge of the political and legislative landscape at the local and national levels and on the target areas and audiences makes it much easier to develop suitable advocacy activities.

For advocacy to be successful, particularly at the national level, it requires considerable commitment in terms of building contacts, networks and partnerships, as well as time, effort, and human and financial resources. Attention should be paid to the most effective resources and what combination, if any, there should be of downstream and upstream activities. Ultimately, the proposed outcomes should serve the best interests of the child beneficiaries.

3.3 *Implementing advocacy activities*

Internal discussions on the format of advocacy activities will be guided by the 5 Ws process described in Section 2.1. Some further points to consider are:

What political entry points already exist?

Are political contacts and networks already in place, either locally or nationally, which can be mobilized to support the advocacy process? Some organizations, for example, have public officials on their boards.

Should advocacy be carried out at the local or national level or both?

Mobilizing politicians at the local level may not be as challenging and time-consuming as at the national level, although each has its particular challenges. It can be more effective to launch advocacy at the local level initially, with

the longer-term view of mobilizing national-level politicians. In some countries, particularly where there has been successful decentralization, advocacy may only need to focus on local government, as that is where political and resource decisions are made. Sometimes, local officials become so involved in the project that they themselves become advocates vis-à-vis central government. PAMI in Guatemala decided that it could have more leverage on the implementation of public education policies at the municipal level. BAT in India also worked closely with village assembly (panchayat) leaders and representatives.

What other political channels might there be?

Countries have different political systems and processes. Traditional and community-level authorities, for example, are potential target audiences and relays for advocacy messages. Advocacy activities may be more formal than other project activities as they often involve meetings and discussions with government officials. By contrast, awareness-raising can be creative, innovative, and limited only by the imagination. In a number of CIRCLE projects, children supported advocacy efforts through a range of activities, including theatre, creative writing, campaign rallies, and taking part in direct discussions with politicians.

It is worth seeking out high profile officials or those with either a particular interest in or responsibility for the subject matter

The following is a description of a variety of activity formats based on CIRCLE best practices that can be replicated or used to stimulate fresh ideas.

Meetings and workshops

A common advocacy method is to organize meetings with politicians and other decision-makers. Preparation for these meetings follows a generally similar pattern:

Identification of participants.

These may include local or national politicians, government officials, traditional leaders, community councilors, or members of village assemblies. It is worth seeking out high profile officials or those with either a particular interest in or responsibility for the subject matter, for example, ministers of education or labor, or politicians who have spoken publicly in support of children's rights or universal education. Part of the planning should include researching members of relevant government committees or other bodies, such as a national committee on child labor, if one exists. In India, CLAP organized a series of meetings with key political figures in Orissa state to build strong links with relevant departments, including the Ministry of Industry and Law, the Women and Child Development Department, the

Labor Department, the Community Parliament Department, the Primary Education Program Authority, and Girl Child Education. At each meeting, efforts were made to explore areas of collaboration between the CLAP project — entitled “the Right Path to Education” — and the Orissa Primary Education Program Authority in particular. Discussions centered on increasing school enrollment, with a special focus on girls. In Ghana, CRADA targeted district assemblies, recognizing their importance as the political authority and chief development agency at the district level.

2c

CLAP: Advocacy through targeted internships

A main feature of the advocacy initiative of CLAP in Orissa, India, was the mobilization of a team of interns to support the project. The interns were trained in the fields of child labor and education and then dispersed in environments that included government departments and ministries, where they worked for a period of time to support, guide, and inform officials and politicians on these issues. As a result, the officials and politicians were more supportive of CLAP's social mobilization activities, including participating in discussions on how to make project areas free of child labor, and were involved in an ongoing dialogue with CLAP on improving access to and the quality of education. The strategy was cost-effective, as interns were volunteers who contributed to the project while enhancing their own skills. It ensured that advocacy messages were delivered in a targeted and personal manner and in a way that was integrated into the work environment of the stakeholders and therefore more easily assimilated.

Establishment of meeting aims, objectives, and agenda.

Knowing what you wish to achieve through the meeting will help both in identifying potential participants and in focusing on your goals. Advocacy is not an end in itself: it aims to inform and influence policy development and reform. For example, meetings organized by RADAR in Nepal with the District Child Welfare Committee in the project area focused on the development of a district plan for children, which included the elimination and prevention of child labor.

Preparing for the meeting.

It is vital when organizing meetings with politicians to be as well prepared as possible. This will require research and the gathering or drafting of relevant documentation, statistics, concept papers, etc. It may be necessary to answer detailed questions on the child labor and education situations, particularly in the project area. Working documents should clearly define the objectives of the meeting and what is expected of the participants. Invitations to meetings should be sent out long enough in advance (longer for national politicians) and followed up with a more personal contact. Choose dates and venues that will facilitate the highest level of participation and will ensure the most effective use of resources.

Identification of the chairperson.

Advocacy strategies can be driven forward by involving high-profile or committed politicians who are already well disposed towards issues of children's rights, the prevention and elimination of child labor, and the promotion of education. Inviting them to chair meetings on these issues can attract greater participation from across the political spectrum and elicit media interest. It may even be possible to persuade the chairperson to become a spokesperson for the campaign and to represent the project in other relevant political forums and debates.

Elaboration of a follow-up strategy.

Political meetings take place all the time, and many demands are made upon local and national politicians by a wide range of groups. Politicians are more likely to pay heed to a strong, clear message that is convincingly conveyed. Follow-up is vital. The outcomes of the meeting need to be written up, approved, and disseminated to a wider audience, preferably through the media, and especially to the communities where the project is being implemented. Publishing the outcomes provides a tangible benchmark against which progress in policy development and reform can be measured and evaluated. Follow-up strategies can also include building stakeholders' capacities to pursue advocacy activities after the end of the project, as elected representatives and government officials change jobs and move on, and it is important that advocacy efforts reach their replacements.

Establishment of partnerships and alliances.

Given the number of interest and advocacy groups that exist today in most national political arenas and the demands made on the time and attention of politicians, it is worth identifying those with similar aims and objectives, for example groups calling for greater access to education in disadvantaged areas or for better social protection for HIV/AIDS orphans. At a time when there is a need for greater coherence in national policy development and resource allocation at all levels, it may be most effective for organizations to join forces. This approach proved particularly effective for RADA in Sierra Leone, which created a broad alliance of like-minded organizations, civil society groups, and line ministries in both Sierra Leone and Liberia

CENDHEC: Focused training in support of advocacy

Training of advocacy agents figured prominently in the CENDHEC project in Recife, Brazil. The organization identified two specific groups: children and young people and monitors of the PETI⁸ programs in Recife municipality. A group of 20 adolescents were trained as child labor prevention agents and raised awareness and promoted children's rights in their communities. This group was able in turn to train other young people to serve as child labor prevention agents, thereby enhancing sustainability and the multiplier effect. Members of this group have been involved in meetings with politicians, including the President of Brazil, to highlight the demands of the country's child laborers. The capacity-building curriculum included a strong focus on children's rights and developing personal and social skills to enable them to fulfill their role as agents of social change.

Members of the group were also involved in the organization of the second municipal meeting of child domestic workers in Recife, during which the municipal plan to eliminate child labor was discussed and approved by the child participants. The event was supported by the Brazilian government's PETI program, and officials participated in the discussions. The plan was an outcome of CENDHEC's social mobilization activities earlier in the project and had been approved by the Municipal Council of Children's Rights, thereby establishing it as policy. The objective of the meeting was to discuss how to ensure that the municipality implemented the plan. As part of the advocacy strategy, participants agreed to publish an open letter demanding the plan's full implementation. The letter condemned all forms of child labor and called for improved monitoring of the government's PETI program to ensure that families received appropriate social benefits and that the extracurricular program was enhanced. The meeting and its outcomes received extensive media coverage.

Recife has around 200 official PETI monitors, who also provide assistance to the families of beneficiaries. CENDHEC organizes additional training and materials for these officials in the area of child labor and specifically of child domestic labor. PETI has been supportive of this additional capacity-building, which has opened up possibilities for closer collaboration between CENDHEC and this important government program.

As well as keeping an eye on the implementation of policy at the municipal level, CENDHEC monitored the allocation of municipal and state budgets to ensure that appropriate resources were assigned to the critical areas of children's rights and child labor elimination.

⁸ Programa de Erradicação do Trabalho Infantil (PETI) is a Brazilian government initiative to eradicate the worst forms of child labor while increasing educational attainment and reducing poverty. It is what is known as a Conditional Cash Transfer program, meaning that beneficiaries receive cash in return for adhering to certain requirements, such as going to school. The program includes after-school activities to reduce children's vulnerability to situations of child labor.

to tackle the issue of cross-border child trafficking. In India, CLAP is a member of the Campaign Against Child Labor (CACL), a national advocacy network. As part of the project's advocacy activities, CACL supported CLAP in organizing a state-level rally in Orissa on International Human Rights Day (10 December). During the rally, a memorandum signed by CACL members was handed to the Chief Minister and the Governor of Orissa calling for comprehensive state legislation on children's rights, including the rehabilitation of former child laborers. VOCRDC in India worked in collaboration with the Tamil Nadu Alliance for the Fundamental Right to Education, the Child Labor Eradication Action Net (CLEAN), and the Campaign Against Child Trafficking (CACT).

Detailed preparation and planning of advocacy meetings will lead to clearly defined outcomes that can be more effectively followed up. Good working documents and a competent and well-informed chairperson should ensure that discussions are focused and directed towards establishing specific outcomes and recommendations.

In some CIRCLE projects, training aimed to empower specific stakeholder groups to carry out advocacy activities

Capacity-building workshops

Advocating for policy and legislative reform around child labor issues can be done effectively through capacity-building workshops for politicians, civil servants, and other local authorities, such as traditional leaders. As part of the project's overall capacity-building strategy and to ensure advocacy and awareness-raising are well integrated, workshops can be organized for this critical stakeholder group, particularly local officials who are responsible for the implementation of national policies and legislation at the community level.

In Sierra Leone, APEGS realized the importance of working closely with traditional structures and bodies, which had limited understanding and knowledge of child labor, particularly the consequences of child trafficking, forced marriage, and HIV/AIDS. APEGS organized capacity-building workshops for traditional chieftom elders and officials to help them identify, intercept, and prosecute child traffickers. The workshops familiarized participants with the national anti-human trafficking act and related legislation. Following training, the traditional leaders became allies in changing social attitudes and behavior.

In some CIRCLE projects, training aimed to empower specific stakeholder groups to carry out advocacy activities. Stakeholders included members of local committees and groups, such as municipal committees, and children and young people who, given the right support and training, can be powerful agents of social change. PAMI in Guatemala decided it would have more sway on the implementation of education policy at the municipal level and therefore focused its capacity-building efforts on municipal bodies, in particular the Committee for Women, Childhood and Youth (COMUDE). Training was based on the national policy and legislative framework governing the rights of children and young people, particularly the right to education, and its implementation at the municipal level. PAMI organized training for a group

of 30 children and adolescents from schools throughout the city of Panajachel to empower them to participate meaningfully in advocacy processes calling for respect for children's rights.



In collaboration with COMUDE, PAMI established a municipal plan to support all members of society in enjoying their fundamental rights. Following a process of consultation and dialogue with the relevant municipal authorities, the plan was endorsed by the mayor's office and the municipal corporation and adopted as policy, with the overall aim "to restore fundamental rights to education, health, recreation, and protection of the children and young people of Panajachel, Sololá, against drugs, abuse, and sexual and labor exploitation." The policy promoted a wide range of related activities that were approved and properly funded.

PAMI's approach highlights the importance of carrying out advocacy activities at a level where they will have the greatest effect, in this case leading to the local implementation

It is important to involve children in advocacy efforts

of national policies and legislation. Its efforts in Panajachel resulted in the official approval of a number of education programs, including scholarships for at-risk children, the provision of school materials, the hiring of additional teachers, and the donation of land for the construction of an education center for child workers. The integration of project activities into municipal policy had a significant impact on the attitudes and behavior of municipal officials, councilors, and elected representatives, thereby contributing to the project's sustainability.

A similar process of empowerment of child and youth advocates was implemented by CENDHEC in Recife, Brazil in a project focusing primarily on child domestic labor and the implementation of a related municipal policy (see box 2d).

Advocacy through institutional or project structures

A number of CIRCLE projects sought to raise awareness among political decision-makers either through structures that the project itself had established, such as school- or community-based child labor committees, for example the District Child Labor Committees set up by ANPPCAN in Kenya (see box 2e), or through existing government structures, such as education departments, school inspectorates, and social services.

A number of steps should be followed when empowering project participants or other institutions or bodies to conduct advocacy activities:

Map out in detail what structures and institutions already exist either in the project target areas or at the regional or national level that might provide entry points for the project's advocacy activities. These are not always obvious and some research may be required. For example, ANPPCAN found that the Office of the President could be reached by targeting its grassroots network, the country's traditional chiefs. CLAP in Orissa state in India established a Panchayat Task Force designed to work closely with the village parliaments in the project areas. VOCRDC in India also involved the panchayat presidents in its awareness-raising program.

Establish through research and interviews the spheres of political influence of these structures and institutions.

Identify opportunities to establish project structures and institutions that could influence political decision-making at the local and/or national level, for example the District Child Labor Committees established by ANPPCAN in Kenya (see box 2e) and the District and Community Child Labor Advocacy Committees set up by ANPPCAN in Ghana.

Ensure that these structures are inclusive of all crucial project stakeholders. Involving civil servants working in relevant government departments, such as education, social services, and employment, in advocacy efforts is an effective way of sensitizing the public sector and ensuring that vital messages are brought to the attention of elected political representatives. These workers know how the political system operates and have access to the systems, structures, and elected representatives that can influence decision-making processes at the local and national levels. In some instances, mobilized civil servants have been successful in engaging politicians on the issue of child labor and education, in influencing political debate at the national level, and sometimes in mobilizing resources for education and child protection.

Working through institutional or project structures is primarily an awareness-raising activity but can be used in an advocacy context (see also Awareness-raising). A number of CIRCLE projects have employed this strategy. RADA in Sierra Leone established an Advocacy Club on Human Rights and Development in the targeted community, which focused on trafficking and worked closely with law enforcement authorities and the Family Support Unit to check on children being brought across the Liberian border. The club is made up of people selected by leaders in the local chiefdom and trained in human rights, child labor, and child trafficking issues. Members are deliberately selected from within the community to ensure that the club will remain operational after the end of the project. Their contribution to reducing child trafficking has been acknowledged by the authorities, encouraging them to continue their activities in the longer term. Efforts have also been made to replicate the model in other areas involving community chiefs. Regular meetings are organized with the community and the chiefdom to provide information and feedback on the monitoring of border crossings with Liberia. The club also implements outreach programs to raise awareness of the problem of child trafficking in local communities.



Local committees can be helpful in ensuring monitoring of advocacy activities and follow-up with relevant stakeholders

Children and young people have much to offer in establishing project structures and institutions to advocate against child labor and in favor of education. For example, CEIPA in its project in Quetzaltenango, Guatemala sought the support of the city's mayor and other local authorities for the establishment of a specific local body comprising project beneficiaries. Entitled the Municipal Council for Children and Adolescents (COMUNA) and supported by CEIPA and the Commission of Family, Women and Childhood, this body aimed to promote children's rights, identify problems affecting local children and adolescents, represent children and young people within the city's institutions, and influence these bodies and promote COMUNA's achievements among children and young people.

COMUNA mobilized the media and participated in municipal council discussions on the environment, education, health, culture, and leisure. Through this institution, children and young people were able to participate in municipal decision-making processes and to influence public policy debates. COMUNA is expected to continue to function after the CEIPA project ends, as it has become a recognized and well-respected institution within the city's municipal structures. The children and youth leaders trained to fulfill their council roles will continue to act as social change agents among their peers and in their communities, and the work plan established by COMUNA will serve as an effective platform for action for new council members (members are elected for a one-year term). Child participation provided a new and positive experience for many municipal councilors and allowed adults to see children in proactive rather than passive roles in society.

Mainstreaming child labor in existing national education and development initiatives

The global development environment has several areas where significant funds, programs, and efforts are being directed to bring about change sustained through appropriate policy and legislative development and reform. These include education, poverty alleviation, and child protection. Since child labor is relevant to all of these areas, it is vital that child labor issues are mainstreamed into them.

A first step, therefore, would be to research and map related national programs on education and development, such as those concerning education or poverty reduction. This will usually entail collecting information on the political representatives involved in these programs, identifying the national committee structures that oversee their implementation, and finding out what agenda exists for policy and program reform, including upcoming meetings and consultations. A significant aspect of this research is to look into how the project can contribute to the work these national committees, for example through consultative forums or surveys. A gap analysis is essential for understanding what areas need to be addressed.

Countries where large-scale ILO-IPEC programs, such as Time-Bound Programs, are under way usually establish a national committee on child labor comprising a wide range of stakeholders, including civil society organizations, trade unions, line ministries, international organizations such as UNICEF, and others. In the field of education, UNESCO and the World Bank are working with many countries to establish national education plans to implement the EFA

2e

ANPPCAN: Advocacy through local institutions and structures

ANPPCAN project activities benefited considerably from the creation of local child labor structures known as District Child Labor Committees (DCLCs) (see also chapter on Awareness-raising). Members of these committees included civil servants from a broad range of government departments, as well as other stakeholders.

As part of a wider advocacy strategy, the DCLCs from different project areas, including Nairobi, the seat of central government and the national parliament, launched a series of radio programs calling for political leaders to implement legislative and policy reforms to protect children from trafficking. These programs also sought to alert parents, extended families, and communities to the dangers and to warn them not to be duped by traffickers. The Mombasa committee also produced a newsletter to raise awareness among city residents of the trafficking of children for domestic labor or the commercial sex industry.

ANPPCAN included as a target for its advocacy the Office of the President, particularly its grassroots structure, the country's traditional chiefs. In Kenya, the chiefs are legally empowered to make decisions at the community level on issues regarding peace, prosperity, and development. This meant that local chiefs could take decisions in relation to harmful or hazardous practices affecting children, such as child labor and child trafficking.

As a result of the campaign, ANPPCAN was able to enlist the full support of a number of chiefs in the project areas. Outcomes ranged from the outlawing of child labor in local breweries to establishing child help desks, primarily in provincial administration offices, which process cases of child exploitation and abuse.

ANPPCAN reported that its local- and national-level advocacy had led to a general improvement in the implementation of existing laws governing child labor and education. The advocacy strategy challenged government officials and politicians to be more committed to efforts to assist child laborers and support their access to quality education. This included the creation of jobs in child protection and child support. In addition, the DCLC model attracted significant interest from other organizations working in the field of child labor, particularly those involved in the ILO-IPEC Time-Bound Program in Kenya. This further reinforced links between related programs at the local level.

initiative. Most of these countries have oversight committees in place for different levels of education, from primary to tertiary. The World Bank, UNDP, and other agencies also support the development of Poverty Reduction Strategy Programs (PRSPs).

Once existing programs have been mapped and the various entry points and gaps identified, an advocacy strategy can be developed calling for child labor to be mainstreamed into policy, resource, and legislative debate and change. For example, ANPPCAN in Kenya organized an interministerial and civil society seminar to discuss how the government's policy framework on education, training, and research would be implemented. This framework was designed to improve the formal and transitional education systems to take account of the needs of children at risk of the worst forms of child labor. The Ministry of Education gave a presentation on the government's plans to achieve the aims of EFA in terms of school enrollment, retention, transition, and completion, including how it would continue to address its free primary education reform. The exchanges between government departments and civil society organizations facilitated a better understanding of the government approach in areas related to child labor and the identification of opportunities and challenges where support could be mobilized by civil society.

Sometimes organizations interested in implementing child labor projects are already participating in policy consultation processes set up by the governments in their respective countries. This is quite common among larger NGOs or those with particular specializations. Participating in these bodies provides significant opportunities to advocate for policy change. For example, ANPPCAN was involved in a political review of the Children's Act and advocated effectively for legislation on sexual offences that addressed some of the worst forms of child labor, particularly commercial sexual exploitation. Through its involvement in the Trafficking in Persons National Network, ANPPCAN has also been able to influence the review of the government's draft trafficking bill.

Most education alliances around the world have already linked the fight against HIV/AIDS with education

Mainstreaming child labor in civil society coalitions and alliances

With the growing realization of the need for coherence and mutual support among civil society organizations working on national development issues, alliances are being set up on issues of shared concern, such as education, poverty alleviation, child rights, and human trafficking. It is not uncommon to find networks of civil society organizations, including trade unions, built on the platform of either EFA or child rights. For example, the Coalition on Child Rights and Child Protection in Kenya established a Task Force on Child Labor to help guide advocacy at the national level. ANPPCAN currently hosts the task force and operates the secretariat out of its regional office. It is important to be aware of and include these networks when elaborating advocacy strategies to reduce and prevent child labor.

Rather than duplicating structures, systems, programs, and communication, it is more effective to build an integrated advocacy approach. Preventing child labor in the long term means addressing its root causes, including poverty, cultural and traditional beliefs and practices, and lack of access to quality education. If alliances already exist around these issues

(more than likely in the case of education and child rights), then a mainstreaming approach has a greater impact. Mainstreaming demonstrates to political decision-makers that child labor cuts across a range of development issues and therefore needs to be addressed in an integrated way. Most education alliances around the world have already linked the fight against HIV/AIDS with education. A logical step is to establish a similar link between education and the reduction and prevention of child labor.

In some countries, such as India and Ghana, civil society coalitions have been established focusing on the specific issue of child labor.



Mapping out in detail existing institutions at the local level can be an entry point for advocacy activities

CLAP in India is a member of the Campaign Against Child Labor (CACL), and CRADA in Ghana set up the Coalition on Children in Exploitative Labor (CCEL). Members of the CCEL joined forces with district assemblies across Ghana to successfully advocate with the “custodians of the lands” the traditional chiefs and queen mothers for the donation of land to community-based projects overseen by the CCEL and its members. Through this advocacy process, funds raised by land cultivation, livestock rearing, and other income-generating activities were channeled back into vulnerable communities to strengthen project ownership and ensure long-term sustainability.

In Bolivia, CEBIAE belonged to a group of civil society organizations, education institutions, children’s and youth groups, school committees, and district councils that set up the Inter-institutional Network on Child Labor (RIPNA). The network aimed to improve the well-being and education of children and adolescents in the city of Potosí. For example, RIPNA called for the creation of academic and recreational resource centers for children and young people in particularly disadvantaged areas of the city. The network also encouraged the city’s authorities to set up a subcommittee to develop policies to take on the issue of child labor and, under CEBIAE’s guidance, to initiate their work by listening to the child laborers themselves regarding their needs and expectations. RIPNA ensured that schools, school principals, and teachers also had a voice in discussions on education as a means to combat child labor. RIPNA submitted CEBIAE’s proposed curriculum reform for evening schools to the district education authorities. The curriculum reform was designed to accommodate the needs of child laborers who attended these schools (see also chapter on Education).

2f

CRADA: Targeting political stakeholders

Ensuring advocacy efforts were well targeted was a key element of the CRADA project in Ghana. These focused on the Social Investment Fund and the Ghana Education Service to ensure that relevant national legislation was being implemented and education programs adequately resourced in the project area. CRADA also worked closely with the Ministry of Food and Agriculture to seek financial and technical support for farmers in beneficiary communities to improve their farming yields and enhance family income, thereby reducing vulnerability.

Furthermore, CRADA convinced government bodies involved in entrepreneurial development and a leading national microfinance institution to provide practical support to beneficiary communities in the form of microfinance and skills training and establishing community-based self-help groups. The objective was to boost the income levels of vulnerable families in order to prevent children from having to work.

Women’s groups

In its project in India, ASHA worked closely with village groups called nari sangh and their district federations, the women’s parliaments. An outcome of the ongoing empowerment of these groups was the greater success of women candidates in local village assembly (panchayat) elections. This in turn put them in a strong position to advocate for the reduction and prevention of child labor through more and better educational opportunities for all children and contributed to the long-term sustainability of these efforts. BAT in India also established women’s and youth groups and trained them in mobilizing communities on the issues of child labor and education, in making the panchayats more aware of these social challenges in their communities, and in identifying government schemes that could be used to support vulnerable and at-risk children and their families.

Working with local government to implement national policies

One of the greatest challenges facing some countries is the implementation of existing legislation, and this is an area where local advocacy efforts can support development. CLAP in India found that there was a significant gap between policy development and practice on the ground in Orissa state. It also identified loopholes in existing legislation and ongoing problems and challenges in its implementation.

Knowing existing policy and legislation and plans for their reform at the national level and how this plays out at the local level will make it possible to identify entry points to reach and support local governments. Local government departments may have encountered difficulties in implementing reforms and are either unsure of how to do it or lack the resources. For example, the Kenyan government reformed its legislation to accommodate the EFA requirement that primary education be freely available to all children. The impact at the local level was that many schools were inundated with new enrollments and were unable to cope with the increase in numbers to the point that the quality of education began to suffer. Similarly, the Senegalese government reformed education legislation to meet the EFA requirement that girls benefit from equal educational opportunities. However, local governments faced difficulties implementing the amended legislation, partly owing to entrenched social attitudes in some communities regarding girls’ school attendance.

Advocacy at the local government level is an effective means of addressing such problems. WHEPSA in Senegal launched a campaign to promote girls’ education in which it sought support from local authorities. After some initial resistance, the local authorities cooperated fully with the campaign and expressed appreciation for the additional support they received in fulfilling the national government’s requirement that more girls be encouraged to go to school (see box 2g).

As a result of projects supporting local implementation of national legislation, local government authorities and school authorities come to recognize and value the contribution of civil society organizations. As a result, the authorities are more likely to look favorably on collaboration with these organizations in other areas. Similarly, involving local communities, families, parents, and children in advocacy campaigns can enhance their understanding of their fundamental rights and empower them to take action on other, related issues of social justice. CLAP in India emphasized the need to establish mutual trust and respect between stakeholders in project activities. The level of collaboration established with the state government in Orissa was such that CLAP was nominated as an official monitor of National Child Labor Project (NCLP) schools in the project area. CLAP was thus able to follow up with the inspectorate problems identified in particular schools and ensure an appropriate response from the state authorities.

CRADA in Ghana worked closely with national and local government bodies to promote the implementation of legislation governing education and social protection. Advocacy efforts by CRADA and other organizations led to the setting up by the government of a “capitation grant,” which district assemblies could use to pay school fees and to supply school libraries with books. In addition, CRADA advocated with district assemblies, particularly social welfare departments, to ensure comprehensive implementation of the Children’s Act, including provision of adequate funds to protect the welfare and promote the rights of children as stipulated by the Act. Further efforts included establishment of a fund for the rehabilitation and social integration of vulnerable children, while addressing the needs of their families. Contributions were made by the District Assembly’s Common Fund in the project area and the Member of Parliament’s Common Fund (see box 2f). CRADA conducted strenuous advocacy work with institutions implementing national policies and legislation. For example, it has forged a strong working relationship with the police service’s Women and Juvenile Unit to assist it in taking action against parents and guardians who consistently exploit children in their care.

RADA in Sierra Leone saw the 2005 Anti-Human Trafficking Act as a vital element in its activities targeting child trafficking from Liberia. The Act’s provisions were integrated into various activities, including the development of training materials and programs to ensure that community stakeholders were informed and mobilized. In addition, by-laws were adopted in local chiefdoms whereby community members were encouraged to report behavior common in cases of trafficking, such as strangers staying in the community or children being taken out of the community, and to keep an eye on children in the care of foster families. Failure to comply with these by-laws can lead to significant fines.



2g

WHEPSA: Support for local implementation of national legislative reform

Legislation in Senegal now stipulates that all children – girls and boys – are entitled to at least ten years of free state education. During the early stages of its drive to encourage girls to enroll in school, WHEPSA encountered some resistance from certain rural education officials in the project areas. WHEPSA’s strategy focused primarily on cultural and traditional beliefs and attitudes in local communities. Local education authorities in project areas facilitated meetings with the community and school officials.

WHEPSA organized a meeting with the Regional Director of Education, who reaffirmed the legality of the enrollment drive and welcomed the organization’s support. At a regional meeting of departmental directors of education, a directive was issued requiring full cooperation with WHEPSA and providing the organization with the official recognition it needed. Some of the challenges included girls not having birth certificates and enrolling girls who were much older than their classmates, which some schools resisted at first. WHEPSA also found that the project acted as a mechanism for monitoring the actions of directors of education and school principals to ensure that they complied with the law and guaranteed girls’ right to education.

Awareness-raising and advocacy

Integrating awareness-raising activities into an overall advocacy strategy is vital to bringing about and sustaining political and social change. Organizations such as CENDHEC in Brazil have sought to influence the public policy environment through a targeted communication strategy. In the chapter on awareness-raising, activities targeting political stakeholders through a range of methods are described in greater detail (see Awareness-raising).

Organizing regular meetings with key stakeholders is one of the many strategies to advocate against child labor

3.4 Follow-up and monitoring

In order to measure the success of advocacy efforts in convincing political groups and governments to undertake policy and legislative reform and ensure implementation of relevant policy and legislation, indicators need to be established during the initial planning stage so progress can be measured accordingly. In its project in Brazil, CENDHEC monitored the amount allocated from state and municipal budgets to the protection of children's rights, including the prevention and elimination of child labor, and to education. Public spending is a strong indicator of the priority that local and national governments give to a particular issue. Including advocacy as an element of the project design, therefore, by necessity entails follow-up, monitoring, and the capacities, networks, and resources to fulfill this responsibility.

4. Sustainability

Advocacy is an ongoing process, sometimes with limited short-term impact. It is sustainable in so much as the will, determination, and persistence of implementing organizations and stakeholders exists to carry it forward and sufficient resources can be mobilized to support it. The following points are aimed at strengthening the sustainability of advocacy efforts:

Ownership:

From the earliest stages of project design, it is important to engage stakeholders, especially the target communities, in advocacy efforts. This can be challenging as advocacy can be a complex process requiring appropriate skills and capacities. However, local communities are in a good position to target relevant politicians, political groups, traditional authorities, and local government departments through advocacy activities pressing for policy and legal reform or the implementation of existing policy and legislation.

Advocacy is an ongoing process, sometimes with limited short-term impact

Capacity-building:

Advocacy requires certain skills and understanding. It is possible that the impact of an advocacy strategy will not be felt until after the project has ended, which could mean that the stakeholders will be responsible for follow-up. Vital skills include understanding the political arena, how policies are enacted through legal reform, and how to follow up to ensure that those targeted take action. Skills and knowledge transferred to stakeholders through project activities are also potentially of use in responding to other areas of social injustice and in defending fundamental rights.

Awareness-raising:

Awareness-raising is a means of ensuring that the politicians, decision-makers, government officials, elected representatives, traditional leaders, and others targeted by advocacy activities are fully versed in the issues concerned. It also involves informing the relevant communities, families, and children of what they can do to receive the support and services to which they are entitled.



Involving children and youth:

As both stakeholders and beneficiaries, children and youth have a crucial role to play in sustaining advocacy activities. Efforts should be made to foster their ownership of the project and to establish their position within their communities as future leaders and parents. They should benefit from capacity-building so that they can continue to support advocacy in the long term.

Child labor committees can strengthen advocacy efforts by opening dialogue with the local or national government

Involving women and women's groups:

As with children and youth, involving women in advocacy will strengthen sustainable project outcomes, as was shown in the ASHA and BAT projects in India. The women in the communities are most often the mothers of the working children or related to them in some way. As they are concerned for their children's welfare and future and want what is best for them, they will continue to support activities beyond the project's lifetime.

Building institutional structures:

Advocacy can be sustained by supporting communities in developing more permanent structures, such as child labor committees or women's self-help groups, which can continue to act as effective advocacy bodies. Ownership and capacity-building processes should lead to the establishment of such structures, which can become partners in dialogue with local and national governments. The District Child Labor Committees established through the ANPPCAN project in Kenya, for example, continues to work on child labor elimination efforts involving a broad range of stakeholders.



Children are strong advocates against child labor

Building and reinforcing partnerships:

Regular communication and meetings with government departments, education authorities, and politicians are integral to improving and strengthening relations and building trust and confidence between stakeholders and government and political representatives. Projects should facilitate this to the extent possible and communities can be assisted in exploring the possibility of building other partnerships, for example with civil society organizations, the media, or other community-based institutions. For example, the Global Voice Against Child Labor alliance developed by CRADA in Ghana was crucial to the advocacy effort leading to the development of by-laws, policies, and resolutions to tackle child labor. Partnerships also contribute to the mainstreaming of child labor and education in political agendas at the local and national government levels.

Mobilizing the media:

Media relations can be sustained in the longer term by building the capacities of community-based stakeholders and institutions to establish their own relationships and communicate effectively with the media.

Mobilizing resources:

Since politicians, elected representatives, traditional leaders, and government officials come and go over time, the ability to advocate needs to be embedded in communities to ensure that they can continue to insist on their fundamental rights as embodied in national policy and legislation. Identifying potential funding sources, such as from local government, will need to be continued. In addition, it may be necessary to convince the community of the importance of sustaining advocacy efforts and mobilizing its own resources to this end.

5. Challenges

Advocacy is possibly one of the most challenging areas of activity in projects concerning child labor and education. It can be long, arduous, and potentially costly.

Political environment:

Detailed knowledge of the national and local political landscape will be crucial in formulating and targeting advocacy messages and following them up. Some organizations have highlighted the importance of a favorable political environment for carrying out certain activities. For example, CEIPA in Guatemala noted that the success of the municipal children's council, COMUNA, was largely due to the support of the mayor and the municipal council.

Attitudes and commitment:

Advocacy requires long-term commitment from local stakeholders to succeed. Time should be spent helping communities to understand what is meant by advocacy, its aims and objectives, and how to support the process. In some communities, there may be a certain amount of disillusionment as to the usefulness of political processes and politicians. There may be a feeling that advocacy is a waste of time, effort, and resources. CRADA in Ghana commented

that sometimes the hardest groups to convince of the need for advocacy were those with the most to gain from its success, namely the beneficiaries.

Local capacities:

Before investing in the area of advocacy, analysis of local capacities to support these activities in the immediate and longer term is needed. Since advocacy can be challenging, particularly for those with limited knowledge of political environments and with little experience of awareness-raising, an adequate capacity-building program needs to be established to ensure local support and ownership.

Organizational capacities:

Organizations need to be honest with themselves and with stakeholders about the challenge of taking on an advocacy campaign. In some instances, the organization may not yet have the resources, capacities, and networks to support such a campaign, particularly at the national level. This does not preclude developing an advocacy strategy in the medium to long term, as this is how experience and capacities are built. Every effort should be made to include advocacy in the project's initial strategy, even if it is limited to targeting local government or community-based authorities and involving them in project activities and awareness-raising. Advocacy does not always have to be a high-profile national campaign, and organizations should work within their means and capacities and set achievable objectives.

Advocacy does not always have to be a high-profile national campaign, and organizations should work within their means and capacities and set achievable objectives

Monitoring and follow-up:

Monitoring and follow-up should be included in the design of the advocacy strategy, and be taken into account in capacity-building and resource mobilization. Because advocacy can be a long process, it is likely that some follow-up will be required after the end of the project. Therefore, it is important to ensure that the necessary capacities are in place in the community to ensure that it does happen.

Other relevant chapters

Awareness-raising, p. 45



Involving children in rallying efforts provides them with a sense of ownership and pride

Education

1. Introduction

Education is universally acknowledged as a fundamental intervention in confronting child labor. Therefore, efforts to reduce and prevent child labor need to take into consideration all aspects of education, from the state school system and non-formal and transitional programs to curriculum development, provision of materials and equipment, pre- and in-service teacher training, and extracurricular activities. Non-formal education approaches are especially relevant since they can be tailored or adapted to suit the needs, expectations, and capacities of working, at-risk, and vulnerable children. Nevertheless, education should remain the responsibility of governments, and if the aims of the EFA initiative and the MDGs are to be met, there must be stronger links between formal and non-formal systems to ensure that all children can enjoy their fundamental right to a free and quality education.

Given the shared goal of all the CIRCLE projects to reduce and prevent child labor through education, this chapter looks at areas of intervention in the education sector that have been shown to be effective in allowing working and at-risk children to return to full-time education and to benefit from the same educational opportunities as their peers. There is a strong focus on non-formal education, given its specific relevance in the case of child labor, and on ways of linking it to state-run formal education systems. It also highlights other issues that emerged during implementation of CIRCLE projects, including the pressing need to build the capacities of teachers and others in the education sector, the importance of curriculum adaptation and development, and the development of other relevant services and systems.



Working children have either never been to school, have dropped out, or are trying to combine school and work

Non-formal education is an effective intervention in child labor projects and has been used widely, particularly in countries where access to quality formal education can be limited, for example, in rural and remote areas or in disadvantaged urban districts. Working children have either never been to school, have dropped out, or are trying to combine school and work. As noted in the introductory chapters, the reasons for this are primarily poverty, social exclusion, and lack of access to free public education of good quality.

With non-formal educational programs, older children are able to work and study, instead of having to sacrifice one for the other

CIRCLE partners with an identified best practice in education

Africa	Asia	Latin America
ADAA, Ethiopia	NDS, Bangladesh	CEBIAE, Bolivia
CRADA, Ghana	HCC, Cambodia	OBISPO, Bolivia
EPAG, Ghana	Wathnapheap, Cambodia	PROCESO, Bolivia
PACF, Ghana	Arunodhaya, India	Casa Renacer, Brazil
DUPOTO, Kenya	ASHA, India	Sociedade 1 de Maio, Brazil
YONECO, Malawi	Deepalaya, India	JUCONI, Ecuador
AID-Mali, Mali	RADAR, Nepal	CEIPA, Guatemala
ENDA, Mali	VOCRDC, India	Dos Generaciones, Nicaragua
RAC, Mali	Aasaman, Nepal	CIRD, Paraguay
DARNA, Morocco	CWISH, Nepal	SUMANDO, Paraguay
ASDES, Senegal	WATCH, Nepal	ISAT, Peru
Xam Defaru, Senegal	CCF, Pakistan	
WHEPSA, Senegal	Actuator, Philippines	
CCB, Sierra Leone	Kaugmaon, Philippines	
RADA, Sierra Leone	KKPC, Philippines	
CLASSE, West Africa	HOPE, Philippines	
	Lingap, Philippines	
	QK, Philippines	
	SCM, Philippines	
	CSAGA, Vietnam	

The MDGs and the EFA initiative have created a strong global platform from which to promote universal primary education, but it will take time to achieve this goal and to enhance the quality of primary education so that it responds to the needs and expectations of different groups of learners. In the meantime, alternatives need to be put in place to ensure that already disadvantaged children are not left even further behind in their education and development. These alternatives are usually non-formal in nature, taking place outside the formal education system with the advantages that they usually involve small numbers of children, and educators place learners at the heart of the education process. Some governments have integrated non-formal education approaches into national education systems in recognition of the challenges facing the formal system and the need to offer additional support to out-of-school or vulnerable children.

However, the coexistence of formal and non-formal education programs can be challenging and can lead to some difficulties among stakeholders. The goal isn't to establish, parallel systems that may compete with each other or create a perceived two-tier system of education in which non-formal education is considered an inferior system for disadvantaged children. An effective approach is to promote these programs as part of a "transitional" strategy to ensure that (former) child laborers and at-risk children are integrated into formal systems as quickly as possible and at the appropriate moment in their academic and intellectual development.

Experience among CIRCLE partners shows that non-formal or transitional education can be very effective in the rehabilitation of former working children. These programs provide education for children who, for a variety of reasons, are either not in school or unable to go to school. They develop literacy and numeracy and provide other forms of remedial support and assist children in catching up with their peers in state schools to facilitate their entry into the formal system when appropriate.

2. CIRCLE experiences with education

Many CIRCLE projects used accelerated learning or transitional education approaches. Some provided additional support to existing formal education structures, such as community schools. In spite of a commonality of approach, each project developed unique characteristics based on location, the profiles of the beneficiaries, and the accessibility of formal schools and institutions in the area.

A number of the projects listed in the table of CIRCLE best practices established non-formal education (NFE) institutions to provide remedial support to beneficiaries. In some instances, this required the construction of facilities and in others the renovation of existing facilities. Sometimes, programs were delivered using facilities that were available in the community.

ADAA in Ethiopia set up eight centers in the Siraro region for child workers unable to attend school and, at the end of the session, the beneficiaries were able to move into fourth grade in formal education (see box 3a). CCF in Pakistan established NFE centers in five villages of the Shekhupura district, with the support of the community in identifying suitable locations. The centers provided literacy classes, vocational training, and recreational facilities and activities for the 200 beneficiaries (either child laborers or at-risk children).

Arunodhaya in India established ten schools for child laborers in Chennai, as well as ten Guided Learning Centers (GLCs) to provide remedial support to children with learning difficulties and to prevent drop-out. Deepalaya in India set up two NFE centers in locations where beneficiaries were working in fruit and vegetable markets. In addition, contact points were set up near the centers to attract working children to participate in activities such as singing and games. Once the staff got to know the children, they were able to talk to them and their parents about joining the classes offered by the centers.

In Nepal, Aasaman established Bridge Course Centers for disadvantaged children, particularly from the dalit (lower caste) communities. These courses were provided with the support of Village Development Committees (VDCs), which made their facilities available to Aasaman. The courses were designed to provide a “bridge” to the public school system for children who were uneducated and largely illiterate. The ENDA project in Mali supported five community-based schools and established ten functional literacy centers in a rural area where many children worked in the rice fields. The objective was to provide basic literacy and numeracy classes for children who for the most part had never been to school to facilitate their transition to formal education institutions. An important added value to the community was that adults also benefited from literacy activities. From the outset, ENDA involved the communities and built strong working relations with key groups, including school management committees, to ensure the long-term functioning of the centers.

The Xam Defaru project in Senegal refurbished classrooms to turn them into community schools for children with lack of access to formal school. The aim was to help the children pass their primary school examinations so they could enter the formal school system, whether a local secondary school, a regional vocational education center, or a horticultural college. In Cambodia, HCC provided non-formal literacy and remedial classes in its own center to help children already in formal school to improve their academic performance. A similar approach was adopted by the Lingap project in the Philippines, whose aim was to support child domestic laborers in Quezon City. Lingap

3a

ADAA: Community empowerment for long-term sustainability

ADAA's two-year project in Ethiopia achieved singular success in creating an education model that caught the attention of government and donors alike. The aim was to provide educational support to children, particularly girls, who could not attend formal institutions in the Siraro region owing to heavy workloads. Children in this region are involved in fetching water and wood for fuel at some distance from their homes, looking after livestock, and carrying out domestic chores. In addition, girls are exposed to early marriage, the threat of abduction, and harmful traditional practices, including female genital mutilation.

ADAA wanted to build five non-formal education centers to deliver an alternative education program. This involved working closely with the District Education Offices and engaging local communities in the operation and management of the centers. However, community response to the project resulted in three additional centers built through the in-kind provision of land, labor, local materials, and existing infrastructure.

Supported by the District Education Offices, ADAA provided training for ten educators in the curriculum and approach and supplied appropriate teaching aids and materials for each center. By the end of the project, there were 21 educators in the 8 centers, 6 of which were funded by the CIRCLE project and the rest by the government. Community involvement was a major pillar of the project. As well as helping with the building of the centers, communities contributed to the monitoring of beneficiaries and participated in discussions on education and child labor issues. Government education offices at district and zonal levels provided supervision and monitoring of the centers and maintained appropriate operational standards both during and after the project.

Upon completion of the centers' programs, children were able to transfer into the fourth grade of formal schools. By the end of the project, over 1,500 children had been enrolled in the centers. In addition, the project attracted strong interest from other donors, and a total of 54 centers were eventually established, 36 of which were handed over to the government. Of particular note was the impact on girls' education in the target communities. ADAA worked closely with cultural and traditional institutions to encourage communities to send their girls to school and focus on their welfare. By enhancing girls' educational opportunities and raising community awareness, there was a marked decrease in social and cultural problems for girls and in harmful traditional practices.

provided scholarships to children to offset school-related expenses, such as fees, uniforms, text books, stationery, and transport. Lingap also assisted children in the NFE system by providing them with opportunities for educational accreditation and equivalency with the formal system.

Several projects in the Philippines, including Lingap, SCM, and QK, made use of the government's NFE program, the Alternative Learning System (ALS). They worked in close collaboration with the Department of Education in using existing materials and either benefited from government training programs or hired facilitators trained in ALS.

The ASHA project in India established close ties with formal schools in the target area in Orissa state, whereby the project beneficiaries sat in on classes in these schools two or three times a week. The aim of this arrangement was to familiarize the children with the school environment and facilitate their eventual transfer from the non-formal to the formal system. The project organized camps that provided a broad range of activities, academic and non-academic, for children in the targeted villages, and established children's clubs in schools.

The CLASSE project in West Africa renovated and enhanced existing community school facilities and organized teacher training and curriculum development. The program also provided training in income-generation to replace lost family income and vocational training to reinforce agricultural capacities.

One particularly innovative approach helped street children who had left their rural homes for the city of Tangiers in Morocco by providing them with agricultural training. The project, implemented by DARNA, involved building a training farm on a piece of land donated by the government just outside Tangiers. The farm included family living quarters, classrooms, covered and open gardens, stables for goats and cattle, a chicken run, rabbit hutches, a duck pond, playgrounds, and a small exhibition room for selling the farm produce. The beneficiaries received a basic education, especially in literacy, training in agricultural skills from primary production to marketing, and psychosocial rehabilitation.

The PROCESO project in Santa Cruz, Bolivia developed a computer game to enhance working children's education and personal and social development with a view to improving their employment skills. It began with a needs assessment to analyze gaps and weaknesses in the child laborers' education. It also involved the children in every aspect of the project, including research, planning, and design of the interactive computer game, particularly the graphics and animation. The game improved the children's Spanish and mathematics and offered users the possibility of developing their own questions, as well as answering those included in the program.

One of the obstacles to education for working children is that of accessibility



One of the obstacles to education for working children is that of accessibility. SUMANDO in Paraguay and CEIPA in Guatemala looked for ways to bring education to the beneficiaries rather than the other way round. SUMANDO developed a distance-learning program entitled SEADS (Sistema de Educación Abierta y a Distancia Sumando). Aimed at child laborers aged 15 years and above, the program included a combination of classes,

A joyful and encouraging learning environment can help convince children and parents to keep the children in school

study groups, and work at home. In this way, the system provided the flexibility that working youth need to combine work, education, and socialization. The program was accredited by the Ministry of Education. CEIPA brought education services to children working in the streets, specifically street vendors. Educators went out into the streets to meet and teach beneficiaries, providing basic education in literacy and numeracy and talking to the children about their fundamental rights. This was important for working children who would otherwise be unable to go to school and would face difficulties giving up work to attend non-formal education classes elsewhere. The program helped the children and their parents to better understand the value of education and potentially to access formal education programs in the future. CEIPA also provided after-school tutoring to project beneficiaries who attended formal school alongside their work. The objective was to give additional support to children whose academic progress was hampered by combining school and work.

Education programs do not always focus solely on academic subjects, but can include non-academic subjects, such as recreation, sports, and the performing, visual, and literary arts. In its project in the impoverished Novos Alagados suburb of Salvador in Brazil, Sociedade 1 de Maio established a children's club, Cluberê, to expose children to a wide variety of experiences, including art, theater, the media, games, and creative writing. The objective was to give children the opportunity to learn and grow personally and socially. Through the club, children were able to talk about their hopes, dreams, and fears and about domestic violence in their homes and the high levels of violence and crime on the streets. Likewise, the CIRDC project in Paraguay worked with community centers to provide additional academic and recreational activities for (former) working street children to occupy them after school, including during vacation periods. These activities helped children and parents to understand the importance of social skills and to realize that children could be properly occupied during their free time without having to resort to working on the streets. The educational activities also helped children make the transition to formal school and to catch up academically with their peers. To offset the financial burden of children going to school rather than contributing to the family's income, the project provided children with school uniforms, materials, and bags. In the Deepalaya project in India, staff were trained in learner-centered pedagogical methods that focused on the use of recreation and the arts.

Engaging and mobilizing communities

As with many community-based development approaches, success lies in the extent to which projects are able to engage and involve the community. This can be particularly challenging in the area of education and in communities that are either deprived of access to schools or that may question the usefulness of education. All of the CIRCLE projects listed in the table spent significant amounts of time and effort discussing issues of concern with the targeted communities, impressing upon them the importance of education and the dangers of child labor, and involving them in all aspects of the project, including the building of the centers and assisting in their management and operation. In addition, a number of projects organized community-wide school enrollment drives, including reaching out to children who had previously dropped out. In some cases, for example the VOCRDC project in India, these campaigns were led by the children themselves, in collaboration with the district education office, schools, and women's community groups.



One of the main strengths of a non-formal education approach lies in its capacity to be flexible. This is crucial when providing education for children who do not share the same expectations as their peers in formal school or who are prevented from attending school during standard class times for various reasons, for example because they are working in the fields during the harvest or sowing seasons. Organizations work closely with beneficiaries to ascertain how best to adapt the curriculum to suit their needs and expectations. For example, CFF in Pakistan designed a syllabus to suit the availability of the learners rather than vice-versa. Similarly, DARNA approached street children in Tangiers to find out more about their origins and ideals in life before deciding to set up a training farm. CEIPA in Guatemala realized that the only

Opportunities must be explored in identifying other service providers in sustaining education program



Every effort must be made to create an enabling environment for working children or children at risk

way street vendors were going to receive any education at all, no matter how limited, was for the teachers to go to them in the street.

Non-formal education also facilitates greater participation and involvement of the learner. This is often a new experience for children and one that enables them to overcome their resistance to education. In the DARNA project, for example, the beneficiaries are treated with respect and have the freedom to come and go as they please, and in return they help with the upkeep, maintenance, and repair of the farm. When working on the street, they had been treated with disrespect and disdain by most people and responded accordingly. On the farm, they learn to respect others and material goods and property. Each child at the farm signs a contract with DARNA, which outlines the responsibilities of the organization to the child but also of the child to the farm.

A number of projects included topics such as life skills, drama, art, health, and hygiene in curricula to afford beneficiaries a well-rounded education that would continue to be of use in their futures. The Sociedade 1 de Maio project in Brazil provided access for at-risk children to a wide range of arts-based, recreational, and participatory activities, while consistently emphasizing the importance of academic progress. By making regular attendance at school a criterion for access to the activities that the children particularly enjoyed, the organization was able to motivate them to achieve their academic potential.

Child labor projects that use education to provide alternatives for working children and their families should, therefore, give careful consideration to the design of the intervention and how it can respond most effectively to beneficiaries' needs. Child laborers and at-risk children often have different learning needs and capacities from other groups of learners, and these cannot always be addressed within formal education systems. They may live in areas where there is little, if any, access to formal schools or in circumstances where going to school is either difficult or impossible. The following sections in this chapter provide guidance on deciding on an education strategy appropriate to a particular beneficiary group and on its set-up and implementation.

Child laborers and at-risk

children often have different

learning needs and capacities

from other groups of learners

3. Designing education approaches

The CIRCLE projects that have been successful in using education programs as interventions have taken the time to consult beneficiaries and analyze why children are not in school in the first place. It may be the case that the obstacles to children's education lie within the community itself, for example, in the attitudes of parents and other adults who themselves may have been deprived of an education and who may not recognize its value. Therefore, interventions need to include awareness-raising activities that will help to change adults' attitudes and behavior (see Awareness-raising).

3.1 *Defining the purpose(s) of education interventions*

Education interventions should aim to address two education challenges that affect all countries: accessibility and quality. In terms of accessibility, interventions will involve providing an educational service where one either does not exist already or is not accessible to the beneficiaries. Quality, meanwhile, is a broad concept that encompasses a range of educational challenges, including remedial education, accelerated learning, holistic education, discrimination, teacher training, curriculum development, exclusion, and pre-vocational and vocational training. Consider why education would be considered necessary or useful and what would be accomplished through an education strategy. To this end, the AID

project in Mali developed a diagnostics tool to establish a clear and detailed picture of the state of education in the target communities, including the number of institutions available and their physical state, the number and levels of students and teachers, the existence and membership of school management structures, and their resources.

The CIRCLE projects that feature in this chapter focused on a range of interventions, from providing an education service where one did not exist before to helping children who had dropped out of school to catch up with their peers in formal school so that they could reintegrate into the state school system as quickly as possible.

Addressing the accessibility of education

Lack of education facilities and other barriers to education

Sometimes children do not go to school simply because there is not one in the community or it is too far away or in an area too dangerous for young children or girls to get to. As part of initial research, therefore, it makes sense to find out what education services are already available within the community, including pre-primary, primary, and secondary schools, vocational training institutions, and private or public education facilities. For example, ADAA in Ethiopia selected the project's target beneficiaries based on the lack of schools in their immediate vicinity, as well as on the fact that many of the children could not attend school because of excessive workloads. The project design, therefore, included the construction of non-formal education centers with the support of the community and the local education department (see box 3a). Other CIRCLE projects also either built centers or renovated and adapted existing structures to ensure greater access for (former) child laborers to education. In the case of SUMANDO in Paraguay, the problem of physical access was overcome through the provision of a distance-learning program.

The following issues should be considered when looking at accessibility:

- *What educational institutions or services, formal and non-formal, are available in the community and at what level, for example, pre-primary, primary, secondary, vocational, or technical?*
- *What educational institutions or services are available in neighboring communities that would be accessible to the beneficiaries either on foot or if transportation was provided?*
- *To what extent are young children or girls prevented from benefiting from these education institutions or services because of issues of safety or relating to culture, tradition, or religion or other social impediments, perceived or real?*
- *If there are clearly identifiable problems with accessibility, how can these be most effectively addressed? In the case of non-formal education, is it best to build new facilities or are there existing structures or rooms that can be renovated and adapted accordingly? In such cases, it is vital to discuss these options with community members, local government offices, particularly education authorities, the beneficiaries themselves, and other children in the community. For example, the community gave strong support to the ADAA project in Ethiopia by providing land, materials, and labor to build the NFE centers to the extent that three additional ones were built at their cost. In other instances, state and local authorities may be willing to give support in various ways, for example by providing a trained teacher for a new center or by building new classrooms. Private sector actors have also been approached during resource mobilization activities and have proved willing to finance education costs, including building and developing schools.*

3b

Sumando: The value of distance-learning to child laborers

In researching the needs and expectations of working youth in Paraguay, Sumando identified the challenge facing adolescent domestic laborers in attending school on a regular basis and addressed this through the development of a distance-learning program entitled "SEADS" (Sistema de Educación Abierta y a Distancia Sumando). This transitional education program for working children aged 15 or older (15 is the minimum age allowed to obtain certification under this program) requires the student to physically attend classes once a week, as well as study groups, and to work at home using audio-visual material that test the student on completion.

The system meant that the domestic laborers could continue to work and socialize while consolidating their education. The learning modules include mathematics, grammar, history, geography, and other standard school subjects. The overall program involved consultations with domestic laborers, their employers, and educational institutions to ensure that it was comprehensive and would empower students to find better jobs. It also facilitated their reintegration into the formal school system.

The program is very flexible, with the students setting their own timetable based on the realities of their working lives and their academic abilities. Its development was welcomed by the Ministry of Education, which gave it full accreditation, and has contributed to the development of the national education policy.

- *Can the issue of accessibility be addressed by taking education to the beneficiaries rather than bringing the beneficiaries to education? For example, CEIPA in Guatemala saw that the only way street vendors were going to receive any kind of education was by educators going to their places of work and teaching them in their own environment.*

An important aspect of accessibility affecting girls in particular is that of the availability of appropriate sanitary facilities on school premises. Where these are not available, girls may drop out of school, especially when they reach puberty. Schools and education centers must provide the necessary facilities for girls. The availability of clean drinking water during the school day is also essential for all children.

Critical to addressing accessibility is ease of access. Beneficiaries should be able to get to the education centers and/or schools easily and safely. In the CIRD project in Paraguay, parents of the beneficiaries stopped sending their children to the educational-recreational center explaining they could not afford the bus fare. The project's social worker therefore visited the public transport office and negotiated free public transport for the beneficiaries to travel to and from the center. This example highlights the importance of identifying locations for project activities in consultation with the beneficiaries and their parents to make sure that they are suitable and acceptable.

In the case of children in remote, rural areas, the problem of access to education can require special efforts. DUPOTO in Kenya increased school enrollment among pastoral tribes, particularly for girls, by supporting boarding schools in the project area. It supplied beds, mattresses, and cooking utensils to the schools, as well as solar panels for electricity. Parents were closely involved in the school's activities through a quarterly forum at which they observed their children's progress and participated in decision-making. Boarding schools can play a critical role in preventing child labor in remote areas where there are few schools. However, maintenance of the infrastructure and services beyond the life of the project need to be assured by the education authorities.

The issue of cost barriers to education affects poor families in particular

The cost of education can stand in the way of some children's education. For example, in some countries and areas, parents are obliged to pay a contribution toward their children's education in the form of school fees that are sometimes illegal. In addition, there are the indirect costs, such as the purchase of school uniforms, books, materials, and equipment, transport, or even buying something to eat during the school day. The issue of cost barriers to education affects poor families in particular and, in some extreme cases, children work in order to cover their education costs.

It is important to involve stakeholders, including parents, teachers, and education authorities, in identifying ways of overcoming these barriers. These may involve persuading education authorities to waive school fees in some cases or to allow fees and other costs to be paid in installments. Some CIRCLE projects introduced income-generating activities within the target communities to enable families to improve their income and cover education costs in the long term. In other cases, project funds were used to purchase uniforms, bags, books, and materials. However, it is preferable to help communities and beneficiary families find ways to cover education costs that can be sustained after the project ends.



Legal registration of education institutions

In developing physical facilities for beneficiary communities, local and national registration regulations and laws governing the establishment of new educational institutions need to be taken into account. For example, in the CLASSE project in West Africa, schools were built in targeted communities.

Literacy and basic math skills are important lessons children are entitled to learn

However, if these schools would have been considered “private,” it would have meant that the students and families would have to pay for registration and tuition and for teachers’ salaries. While projects may have resources to cover such costs, the implementing organization needs to plan for what will happen after the project ends when those resources will no longer be available. Clearly, poor communities will not be able to afford such costs, resulting possibly in the school becoming inaccessible to the beneficiaries.

Therefore, CLASSE project schools in Côte d’Ivoire are registered as state primary schools, and the Ministry of Education has agreed to register them under the national system and to assist in providing curriculum materials, equipment, and teachers.



Children, peer educators, and local communities can be used in identifying beneficiaries for education

Beneficiary groups and their needs

Organizations need to think carefully about who will benefit from the services, both directly and indirectly.⁹ For example, ADAA in Ethiopia identified disadvantaged communities where there was no infrastructure and aimed to provide education to all working children who were not in school. DARNA in Morocco targeted street children in the city of Tangiers who had originally come from rural areas and who were interested in agricultural work.

Once the beneficiary group(s) have been identified, analysis of the reasons why they are not in school should be carried out and a project designed to address these reasons. For example, non-formal education systems can be effective in addressing the challenging issue of school drop-out. Children drop out of school for specific reasons, and if these are not addressed, their return to the classroom will be hard to achieve. Moreover, they may have dropped out of school some time ago and may therefore be anxious about having fallen behind their peers academically. Talking to these children and their parents about why they left school or why they have never been to school will help in designing interventions that will give the children the confidence to return to the classroom and enhance their self-respect and belief in their abilities. This is why non-formal curricula often include life and other non-academic skills as part of a holistic approach that aims to benefit a child’s overall development. It is a challenge for formal education systems to integrate such subjects as life skills into their regular curricula, although some school systems are now beginning to do so.

Raising parents’ awareness of the hazards of child labor and the benefits of education and engaging them in discussions on these issues (particularly in situations in which children’s labor is vital to a family’s income) requires sensitivity and an in-depth understanding of the realities of their lives. EPAG in Ghana implemented its project in a poor agricultural area where the children’s work contributed to the family’s survival. However, through sensitive awareness-raising and the introduction of alternative income-generating activities, EPAG was able to convince parents of the long-term value of sending their children to school. Constructive and participatory dialogue takes time, and progress may be slow, but the end result is more likely to be sustainable.

EPAG was able to convince parents of the long-term value of sending their children to school

While focusing on direct beneficiaries is important from the perspective of the immediate objectives, it is equally important to consider the ways activities can have an impact on those children not directly involved, including siblings, and peers. Other children in the community will inevitably be affected by the change in the direct beneficiaries and this can influence their own behavior and attitudes to education, and these children may also benefit from the project in the future. For example, other communities were so impressed with the Aasaman bridging course centers in Nepal that they began to demand similar programs for their own children. Ultimately, all children should benefit from educational opportunities. However, given the limits of human and financial resources, one aim could be to create models that can be replicated and scaled up to reach a greater number of children.

⁹ DOL defines “direct beneficiaries” as children and youth who, as a result of a USDOL-funded project, are withdrawn from, or prevented from entering, exploitive child labor, and are provided with a direct educational service that results in their enrollment. “Indirect beneficiaries” are defined as individuals who do not receive a direct educational service provided by the project but who benefit as a result of a project activity.

Arunodhaya: Schools for child laborers reinforce the benefits of a holistic approach

The Arunodhaya project aimed to provide child laborers in Chennai, in southern India, with an education program delivered in specially designed Child Laborers' Schools, to help them transfer to the formal school system. Ten schools were established to cover working children who had never been to school or who had dropped out. Teachers worked with a regular curriculum including standard subjects, such as English, Tamil, science, mathematics, and social studies, plus a wide range of extracurricular activities that allowed the beneficiaries to experience childhood events such as picnicking, going to the zoo, watching films, participating in cultural activities such as Independence Day celebrations, and so on. These activities were used to make the classes more attractive, along with other incentives such as free medical examinations and a midday meal. Any child not attending classes received a home visit, and every effort was made to encourage the child to return to school and to impress upon the parents the importance of regular school attendance.

There were classes on personal hygiene and health education, which resulted in a notable improvement in the children's appearance. Parents also commented on the improvement in their behavior at home. During the rainy season, a number of children caught cholera or other water-borne diseases, so an awareness-raising program was organized in addition to treating the children to prevent the recurrence and spread of these diseases.

The school administration also set up a savings scheme to help cover costs such as uniforms and books. Information meetings were held for the parents dealing with social challenges such as birth registration, female feticide, children's rights, and child participation.

Although the schools were aimed primarily at child laborers, other children participated in some activities organized through self-help groups and children's and youth forums. Because of the activities, new families arriving in the community were approached by parents and encouraged to send their children to school.

The main objective of the schools was to support child laborers in transferring into the formal education system, and each occasion when a new group of children enrolled in the formal school from the Child Laborers' School was celebrated by the community, with the children receiving wristwatches as a gift. The length of time children stayed in the classes depended upon their individual academic abilities and how soon they could reach an appropriate academic level to transfer into formal school. In a one-year period, 351 children transited through the Child Laborers' School before going on to formal schools.

In some projects, such as OBISPO in Bolivia, the education activities were not limited to children. Quite often, if children do not go to school, it is because their own parents did not go to school and may be distrustful of the education system and the authorities. In such cases, it would be worthwhile consulting parents on their own needs and expectations, particularly regarding what adult education services may be of interest to them. If parents see the positive impact of education on their children, it may stimulate a desire to return to the classroom. In some situations, this may be the difference between being illiterate and knowing how to read and write, which can be empowering and life-changing for adults. In the case of OBISPO, mothers learned how to read and write in both Spanish and their native tongue, Quechua. The education program was based on audio-visual materials and motivated the mothers not only for their own benefit but also to help their children in their homework. The process became shared between children and their mothers, which reinforced the commitment of both groups.

Addressing the quality of education

Parental attitudes

The decision whether children go to school is often taken by the parents, who may themselves come from a tradition of children working from an early age. Girls may be kept at home to perform domestic chores. In such cases, it is important to involve the parents in activities relating to their children's education, whether it be building or renovating facilities, or planning, administering, monitoring, or otherwise supporting education programs in the community. Working closely with parents can significantly influence their attitudes toward education and thus ensure greater sustainability of the program. Children may be more motivated to go to school by the increased parental interest in their education and involvement in school activities.

Accelerated learning and remedial education

Children may have dropped out of school because of an inability to keep up with their peers in the classroom. They may have learning difficulties or even physical or mental disabilities that have not been identified or addressed in the formal education system. A NFE program allows greater focus on individual learners and works with them according to their own pace and capacity. It can also work more quickly through a curriculum and accelerate the learning process. This is useful in helping (former) child laborers to attain the academic levels of their peers in the formal system and ultimately to transfer back into state-run schools.

In its project in the Philippines, KKPC established an education resource and support center with computers and a reference library, to which children could go after school for additional tutoring and to complete homework assignments. The center motivated children to pursue their studies and to use their free time productively.

Bridging or transitional education

Many projects aimed to help disadvantaged children, such as (former) child laborers, by creating a “bridge” between the non-formal education program and the formal school system. These included the Bridge Course Centers set up by Aasaman in Nepal. The ENDA project in Mali arranged a program for children aged 9 to 18 years that combined a functional literacy program called “neo-literacy” with helping their parents in the fields. After five months, the children entered a second phase of the program called “post-literacy,” when ideally they would go to school full time. This approach allowed for a gradual transition from work to school and work, and then to school, easing the process of change.

It is important to establish links between non-formal and formal education programs as early as possible in the project in order to support children in their move to formal school. The WATCH project in India gradually introduced government textbooks into its NFE program so that the children knew what to expect when they moved over. In addition, teachers in formal schools were provided with copies of the education materials used in the non-formal education program to familiarize them with what the children had learnt. Once the NFE programs had completed their activities, they handed over their teaching materials and equipment, such as white boards, markers, copy books, and other stationery, to the collaborating government schools. Similar close collaboration took place in other CIRCLE projects, such as ASHA in India, where government school teachers assisted the project’s education volunteers in overseeing the annual entrance examinations for government schools.

Having an impact upon teachers’ attitudes and working conditions

In some developing countries, lack of funding and out-of-date education policies and practices in the formal education system may mean that teachers and school administrators are not properly trained. They may have to deal with large numbers of pupils, leaving them with little time to concentrate on slow learners or children with learning disabilities. This is particularly true in light of the drive to increase enrollment in order to comply with the aims of the EFA initiative and the MDGs. Teachers may themselves be influenced by the prejudices of the people around them, who may discriminate against certain classes, castes, tribes, or indigenous populations. They may not have been paid for a period of time because of a breakdown in the school administration.

Such are the working conditions and lack of resources that teachers may not have the time or patience to look into why some children are erratic in their attendance, have difficulty concentrating in class, may not complete homework assignments, or may be disruptive. Yet these are characteristics often found in children who combine work and school and can result in them being viewed as “problem” children. Non-formal education can work much more closely with the individual student, addressing any weaknesses or challenges and building self-esteem. Teachers are trained in learner-centered approaches, remedial education, and basic psychosocial skills and are better informed about issues such as child labor.

In addition, in NFE programs, efforts are made to limit classroom sizes and to encourage greater participation of the child and her or his family in the education process and the classroom. In the long term, it is vital that formal education systems integrate these approaches, particularly as regards improving teacher training. Realistically, the policy and resource implications mean this will likely take considerable time. One way for projects to contribute to this process is to invite teachers from formal schools to participate in training activities for teachers in NFE programs.



It is important to establish links between non-formal and formal education programs as early as possible in the project

Communities and families can be involved in education programs to create a sense of ownership for the sustainability of the program

By focusing on improving working conditions, including salaries and professional training, the ENDA project in Mali was able to persuade teachers to stay on in their profession and rediscover their vocation. Teachers had been demoralized by their poor working conditions. Communities contributed to teachers' salaries and various school-related costs through income-generating activities. In this way, schools became very much part of the community.



Educational programs for former child workers should incorporate remedial education and psychosocial skill training

It should be noted that the provision of psychosocial services to beneficiaries, while vital to the overall education process, can be costly and challenging, and consideration needs to be given to the sustainability of such a service in the long term. CRADA in Ghana provided counseling, mediation, and advocacy services to child beggars as part of an education assessment process in order to establish at what level to place the children in the education system. These services continued for a period of time after placement and supported the integration of the children into school and into their own families.

Flexible and holistic curricula and vocational training

Some education approaches, particularly non-formal ones, are able to adapt existing curricula to suit the needs and expectations of the beneficiary group and to establish a more flexible timetable. This is important in situations where children may be trying to combine school and work and cannot attend school during regular hours (for example, children whose work is affected by harvesting and sowing seasons). Although combining school and work is not ideal, it may be the only way of ensuring that a child pursues at least some form of education.

In some instances, such as the DARNA project in Morocco and the CLASSE project in West Africa, vocational training is integrated into the education program to ensure that the children receive not only a basic education but also marketable skills that will help them secure decent employment. The inclusion of vocational training often convinces parents of the value of allowing their children to attend the education program (see Vocational Education). In the case of CLASSE, non-formal and vocational education approaches were combined to provide relevant marketable skills to the beneficiaries, including in agriculture, which plays a significant role in their lives.

Curriculum development and reform

The curriculum can often be a factor in school drop-out or in children not going to school at all. However, reforming curricula is a significant challenge, as the education sector is often focused on providing education for the masses as opposed to a more holistic, flexible, and learner-centered approach for children with specific educational needs and expectations, such as child laborers. Nevertheless, it is a key element of the education system that needs to be addressed through consultation and dialogue with all interested stakeholders, including teachers, principals, ministries of education, education authorities, parents, and children.

In Bolivia, CEBIAE developed a curriculum in collaboration with teachers in evening schools, which many child laborers attend. The curriculum was based on the realities of child laborers, and workshops focused on appropriate pedagogical methods. Child laborers and other children and young people also participated in workshop sessions so that the curriculum would reflect the specific needs of these children. The proposal was submitted to the district education authorities through the RIPNA network (see Advocacy) to be extended beyond the project areas to all evening schools.

In the OBISPO project in Kara Kara in Bolivia, efforts were made to help the children and the wider community understand the importance of environmental protection and conservation. This was particularly important since the beneficiaries worked

as scavengers on garbage dumps, and Kara Kara is contaminated by land-fill. A new curriculum component, entitled the “Program of Environmental Education,” was developed to establish a link between children’s life experiences and school and its environment. It included health and the effects of pollution and raised awareness among children and their parents of the risks of waste contamination and the harm this can cause to children. The curriculum also helped the community to identify solutions, for example, through re-forestation, an idea that caught the children’s attention. The program, which included medical treatment for child beneficiaries, was delivered by two students from the Catholic Bolivian University in the local native language, Quechua.



Community groups can reinforce the commitment to education for all of their children

In its project in the mining community of Huanca in Peru, ISAT developed a series of education support modules covering various issues of relevance to the daily lives of people in the community. These included: the dangers and effects of mining on children’s health; child work and children’s rights; and social skills for life. The modules were submitted to teachers for their validation and were adapted to the different school grades. Teachers were trained in the use of the modules, and other stakeholders, including representatives of local authorities, were invited to the workshops. The activities were based on the “learning by doing” concept, which suited the children’s learning capacities. For the younger grades, many activities used games and songs. The modules were officially endorsed by the Ministry of Education and incorporated into the school curriculum.

In the Deepalaya project in India, the participatory and interactive curriculum included use of flashcards, puppetry, and other theater-based methodologies, animated reading classes, significant use of audiovisual materials, games for mathematics, and computerized teaching-learning programs. In addition, teachers videotaped the children in the classroom and showed them the videos to help the children observe their behavior and learn from it.

Extracurricular programs

Children are more susceptible to entering situations of work during the times when schools are not open. In some countries, children may only go to school for several hours in the day, either in the morning or the afternoon, which leaves plenty of free time to fill during which they may be persuaded to work by their parents, their peers, or others. Extracurricular programs provide children with a range of recreational, educational, sporting, cultural, traditional, and social activities that not only occupy them but also enhance their social development, keep them safe, and potentially improve their health and well-being.

The Sociedade 1 de Maio established a children’s club, Cluberê, in the Novos Alagados suburb of Salvador, as research had shown that when not in school, children were either working or involved in dangerous or illegal activities. The club raised awareness of the dangers of child labor and the importance of education and reinforced the children’s self-esteem and sense of responsibility. Activities included traditional dance, theater, art, and games, as well as tutoring. A similar program was implemented by CIRD in Paraguay through its education and recreation centers.

Extracurricular activities can also provide disadvantaged children with opportunities to enjoy experiences usually unavailable to them. OBISPO in Bolivia took beneficiaries of the Kara Kara project to a special education, science, and cultural center in the city where they saw a different aspect of the city from waste sites and landfill. They took part in a children’s book club activity, which involved reading with children of the same age but from different backgrounds. The experience significantly enhanced their interest in reading and writing and prompted them to create their own special reading area in their school yard.

School-based children’s clubs also figured prominently in a number of projects, including RDC in Sierra Leone. These clubs organized activities, including recreational and sports activities, and were responsible for awareness-raising among

the school population and within the wider community on issues such as child labor and child trafficking. Activities included organizing marches on special days, such as the Day of the African Child and the World Day Against Child Labor.

Distance learning

While only SUMANDO in Paraguay focused on the provision of a distance-learning program for child laborers, it is worth considering as a methodology to address the problems that child workers face in trying to balance work, socialization, and education. The program provides the same benefits as bridging or transitional education, bringing the beneficiaries up to an academic level where they can transfer into the formal education system.

3.2 *Creating an enabling environment for education*

Organizations need to put together various elements to ensure that the program is as effective and efficient as possible and can potentially be sustained in the longer term.

Community support

Depending on the context, mobilizing the support of the community for education activities can be challenging, but it is vital for the success of the intervention, particularly in sustaining the outcomes. The program should not be unilaterally imposed but should become established through the ownership and support of the stakeholders. In Mali, ENDA encountered substantial resistance in one community that had strong traditional and religious beliefs and practices. It took a number of meetings with community and religious leaders and parents before the project could be launched in that village. It is only through working closely with the different community stakeholders, including children, that organizations will understand the local environment and context and be able to design a suitable education intervention. ASHA in India focused on involving women and organized women's groups in project activities, recognizing the impact that women can have on programs that benefit children.

Infrastructure

Preparatory surveys of target communities should map existing educational institutions and services already available or planned. This is important for several reasons. First, it demonstrates whether educational opportunities are already available to children or whether the problem is mainly one of access, which can be dealt with through awareness-raising, advocacy, and capacity-building. Second, knowing what is already available, organizations can work with other education providers to ensure that their program is complementary and interlinked. For example, if primary and secondary schools exist in the community, then it would make sense to support out-of-school children through bridging or transition programs to enable them to enter formal schools at an appropriate academic level. Third, it will help organizations to decide whether to build new facilities, renovate existing buildings, or rent classrooms in an existing building in order to deliver the program. It is also useful to know whether there are plans to build or renovate existing schools in the community and



to see that the project's education program links into any future development so that interventions do not become isolated from existing educational services and institutions in the community, but rather are integrated, coherent, and further reinforce community involvement. For example, in the ADAA project in Ethiopia, one of the communities built a road connecting a new non-formal education center with the state school to support contact between the programs and to reinforce integration.

CIRCLE partners have planned innovative ways to provide education to communities

Local and national government support and policy frameworks

It is also imperative to contact local, regional, and central education departments to discuss the aims and objectives of a planned education program and to explore areas of mutual support, particularly with local schools. It is vital for the success of bridging or transitional education programs that the beneficiaries are able to move seamlessly into formal school systems and that their achievements are recognized on a level with regular school tests and examinations. For example, the Ministry of Education in Paraguay provided full accreditation of the SUMANDO distance-learning program. In addition, it is possible that education authorities will support certain aspects of the program, including through teacher training, monitoring, accreditation, and the provision of teaching and learning materials. The education authorities are responsible for guaranteeing that education institutions and services provided through the project are well integrated and coherent. The CLASSE project in West Africa organized a series of meetings, round tables, and workshops with state education actors, including ministers of education in Mali and Côte d'Ivoire and other relevant officials. These activities led to strong cooperation of the ministries with project activities, including strengthening national education systems, teacher training, registration of new institutions, and the provision of curricula and other material support.

Every effort should be made to align the project strategy and activities with government programs if a positive framework exists. This will generate support from the authorities, including potential financial support. In Mali, the government launched its Ten-Year Program for Educational and Cultural Development, and ENDA designed its project to integrate with this massive national program, garnering strong support from the education authorities.

Support of school authorities and teachers

In cases where there are existing state schools either in the community or in neighboring communities, it is important to establish good communication and close links with them. This requires making contact with the schools as early as possible and organizing consultations and workshops to provide detailed information on the program and to seek input and guidance from school principals and teachers. They will be more accepting of the program if they are consulted and involved. Sometimes there may be resistance to these programs, particularly in situations where they are seen as competing with schools for enrollment or undermining the value of state education. Therefore, it is critical to establish constructive and positive relations with education professionals to reassure them that the aim is not to create parallel systems but complementary ones. This will help beneficiaries when they transfer from a non-formal program into the formal system, as teachers will be well acquainted with the program and be more understanding of cases involving these children. They may also be willing to monitor the progress of these children in the formal system and report any difficulties they face so that they can be referred for remedial action. It is also wise to involve principals, teachers, and their trade unions in relevant aspects of the education program, for example, monitoring, teacher training, examinations, curriculum development, and administration. In Guatemala, CEIPA established close contact with teachers to encourage regular exchanges on the progress of beneficiaries and provided teachers with additional training on appropriate teaching methodologies for these children.

Every effort should be made to align the project strategy and activities with government programs if a positive framework exists



Support of employers

Organizations with projects that target children who continue to work while pursuing an education should approach employers to discuss the importance of education for their young employees' personal and social development and to seek their support in enabling them to access educational opportunities. For example, the SUMANDO project in Paraguay

Providing school supplies can help reduce the cost of going to school

targeted adolescent domestic laborers and directly approached the families who employed them to request that they be allowed the necessary time to carry out the distance-learning modules and to participate in weekly classes and study groups. In this particular case, all the employers approached agreed to let the beneficiaries study in the home for several hours a day. In other cases, employers' groups provided resources to build classrooms, to develop schools, and to purchase education materials and equipment.

Links to socio-economic or related issues

Organizations will need to study the community carefully to learn what other socio-economic or related issues may be of concern and whether the education program could include these somehow in the curriculum. For example, ADAA in Ethiopia linked its education program to the reduction and prevention of HIV/AIDS and of traditional practices that adversely affect girls' education opportunities and health. By integrating related issues that affect not only children but also older members of the community, the program can attract a broader support base while ensuring that a holistic curriculum is developed.

Accessibility

Interventions that aim to bring children into or back into an educational environment must ensure that they can participate meaningfully, and that their needs and rights are respected. To achieve this, programs need to be physically and academically accessible to the beneficiary group and other at-risk children who may become involved subsequently. This is a significant element of the enabling environment. The physical environment of the program should make the beneficiaries feel welcome, comfortable, relaxed, confident, and safe. Non-formal education, in particular, focuses on the learner, and a person's participation in the activities will be affected considerably by the physical environment in which she or he learns. In addition, the program must be delivered by well-trained, motivated, and caring staff. It is also important for education programs to be flexible so as to accommodate local situations, which, for example, may affect the times that beneficiaries are available for classes: if they have to fetch water or firewood for the home before school, this should be built into the timetable. In extreme cases, such as that encountered by CEIPA in Guatemala, accessibility can be addressed by taking program activities to the location of the child workers, in this case the street. However, this is not ideal, and every effort should be made to improve the learning environment of (former) child laborers and at-risk children. The question of accessibility does not only apply to the physical aspects of education, but also quality, for example, language barriers. In some countries, indigenous and tribal peoples can be disadvantaged by the fact that curricula and materials exist only in official national languages. In the OBISPO project in Bolivia, education activities were carried out in the local language, Quechua, which also facilitated the involvement of parents.

Finance

In informing a wide range of stakeholders and mobilizing them around the education program, organizations should consider seeking financial support beyond project funds. For example, ADAA in Ethiopia was able to increase the number of planned NFE centers by 60 percent at no extra cost to the project by mobilizing strong support from the community. This requires approaching different stakeholders, including employers, to explore the possibility of financial or in-kind support to offset certain costs and set in motion a strategy for sustainability. Education departments may be willing to organize teacher-training sessions

3d

Xam Defaru: Getting children back to school

In the village of Peykoug in the Thiès region of Senegal, begging is a means of survival for poor families and has an adverse impact on children's education in the area. School enrollment rates were under 40 percent, as many children were taken out of school by their families to work as begging companions to encourage greater contributions. According to the Education Inspectorate, not only do very few children attend school in the region, over 70 percent drop out after only four years. Parents in the village saw little value in education for their children.

CIRCLE partner Xam Defaru, therefore, designed a project to target 100 children who had dropped out of school and were at risk of engaging in begging. It renovated two classrooms in the village and engaged two teachers to work with the children and prepare them for the national sixth grade exam. In setting up the program, Xam Defaru worked closely with the parents, the education authorities, and local politicians, raising awareness of the importance of education and the dangers of allowing children to beg in the streets. The beneficiaries followed a 9-month accelerated program that enabled them to transfer back into the formal education system. As a result, there was a major change in attitude toward education among the villagers and their children. As a result, there was a major change in attitude toward education among the villagers and their children.

In addition, a related awareness-raising campaign was organized to ensure that all children had proper birth registration papers. This was particularly important as without proper identification papers children could not go to school. As a direct result of Xam Defaru's work in this field, the local courts that register births decided to run registration campaigns in neighboring villages.

on aspects of the curriculum or on classroom monitoring. Businesses may be willing to either pay for or provide free building materials or teaching equipment and learning materials. In some cases, employers may pay for school buildings. Local governments may be willing to provide land or unused/underutilized government buildings for the establishment of education and recreation centers. Such resources allow project funds to be shifted to other areas, such as recreational activities or equipment for vocational training.

Another financial consideration concerns project staff. In some cases, volunteers give their time to assist and support beneficiaries, while in others, non-formal education facilitators and teachers are paid. This has an impact on sustainability — how will salaries be paid once the project has ended? In the case of ADAA in Ethiopia, the government took over the running of the centers. In the case of CCF in Pakistan, a special Village Education Fund was created that mobilized resources within the communities concerned to pay the running costs, including teachers' salaries, once the project ended.

3.3 Working with existing non-formal state education programs

Some countries have recognized the role of non-formal education in an overall education system, particularly in providing a more accessible, flexible, and relevant education system for vulnerable children, including (former) child laborers. In cases where there is an existing non-formal state education program, organizations should ensure that they link in with the state program to the extent possible, particularly since materials and equipment may be available from local and national education departments. Accessing these can cut down the time required to launch programs and save on human and financial resources.

Consultations should be arranged with the relevant education authorities to discuss the project, its aims, content, to explore synergies, to share information and resources, and to reinforce sustainability. Cooperation with state programs can help organizations gain an understanding of how the state program works, its content, pedagogical methodology, and accreditation system. Visits can be set up to schools and centers where the program is in operation and to talk to principals, teachers, and children about the system. Existing materials and equipment can be assessed for their relevance to the planned non-formal program and to see what, if anything, may need to be adapted.

It is worth spending some time in discussions with state officials to discuss the various ways in which the government NFE program could support the project and possibly take over some of the outcomes in the longer term. It is possible, as was the case with Lingap in the Philippines, to negotiate participation in teacher training programs in non-formal state

curricula either at reduced or no cost. The existence of a state program may mean that there are teachers already experienced in NFE in the labor market who could be hired. One challenge in working with non-formal state education programs is that these may not be as well resourced as the formal education system.

ALS, a governmental program in the Philippines that motivates children to go back to formal school and promotes involvement of parents, was



NFE centers can provide greater access to child laborers or children at risk to education

In informing a wide range of stakeholders and mobilizing them around the education program, organizations should consider seeking financial support beyond project funds

used extensively in the Lingap, QK, and SCM projects. In the case of SCM, the system was used to establish three levels of education for the beneficiaries: basic, elementary, and high school. The materials were adapted from those of the Department of Education, and the basic classes aimed to provide children with functional literacy and numeracy and self-learning and life skills to prepare them for equivalency examinations that would facilitate their transition into the formal education system. SCM found that children at the basic level required considerable monitoring and follow-up as they adjusted to the program.

3.4 *Setting up administration, management, and monitoring systems*

Establishment of appropriate administration and management systems is an important part of a comprehensive education program. For most projects, these systems are intended to monitor progress and ensure timely interventions when needed. Non-formal education institutions function similarly to formal schools, so administrative and management systems can follow the same lines. During project planning and design, it is useful to visit other schools and NFE centers to see what systems are in place, how they operate, and how they interact with schools and the community.

Implementing partners should coordinate all monitoring of activities by the various stakeholders in order to ensure that these do not overlap, duplicate, or otherwise disrupt the important pedagogical activities of the education program. In addition, implementing partners should conduct their own assessments of teachers (whether volunteer or paid), facilitators, coordinators, and other staff, as well as the different program elements, including the physical structures, quality and access of education, relations with stakeholders, and communication.

Management committee structures

Because non-formal education programs focus on the learner and seek to involve the community, an effective method of addressing management and administration issues is to establish a committee to work alongside the principal and the teachers. For example, ADAA in Ethiopia created a two-tier committee structure. The overall administrative role and responsibility for monitoring the activities of all the centers was assumed by a Center Management Committee, whose members were selected from within the community. The Center Management Committee also maintained the network that existed in each community between the centers, the community, ADAA, and the District Education Office and worked closely with the center directors in monitoring regular activities. In addition, School Management Committees were appointed based on a set of criteria drawn up by ADAA and the District Education Office. These committees focused on issues and concerns relevant to each particular center. A vital element was the involvement and support of the District Education Office. Because the centers were working with the government's own NFE curriculum, it was incumbent on the office to ensure that it was being properly implemented. It provided technical and professional support to the center directors, and a teacher was assigned by the office to assist in converting the centers into formal schools when they were handed over to the education authorities.

Reinforcement of community participation

Similar administrative structures were set up in each project, invariably including parents and community leaders with the main aim of instilling a sense of ownership and underpinning sustainability. For example, the CCF in Pakistan encouraged the establishment of Village Education Committees and Family Education Committees that not only provided support to the teachers in running the centers and ensuring their children attended, but also mobilized funds to sustain the education centers after the project ended.

3e

QK: Alternative learning support for child laborers

The QK project made extensive use of the ALS program in the Philippines, putting 28 community-based ALS instructional managers through a training program. These managers came from the communities in which they were to work and were trained in a range of services, including counseling, monitoring, and local resource mobilization. In preparing for the implementation of ALS groups, QK organized child welfare planning workshops in each community, during which children spoke to adults about their desires and aspirations and were able to contribute to the program design. The local government funded learning materials and the Department of Education provided the ALS modules. Local schools and teachers also offered their time to assist in teaching and monitoring.

Within the context of the project, municipal government authorities also reinforced the community-based Councils for the Protection of Children and expanded their membership to include other community-based organizations, particularly women's and parents' organizations. Education programs were arranged for parents, particularly mothers, on active citizenship and effective parenting. The involvement of parents was further strengthened by the establishment of ALS Parents' Associations, which also included micro-finance projects among their range of activities and services for the community. In this way, through skills training and livelihood development, parents received assistance to strengthen family incomes. The project also developed and incorporated modules on employable skills to assist the beneficiaries in starting their own businesses in the future or to find better employment.

A Village Education Fund was created to collect the contributions from the different communities, which were used to support the centers in the longer term. The responsibility of the committees was therefore far greater than the day-to-day management of the education centers and included awareness-raising and advocacy. Some projects mobilized women and women's groups to become involved in the day-to-day running of programs, including monitoring children's attendance, acting as classroom assistants, providing school meals, and maintenance of classrooms. ASHA in India organized discussions on child labor and education with mothers of working or at-risk children and local women's groups, nari sanghs, to enlist their support and collaboration, including through advocacy with local government.

Links with local government

In most cases, the CIRCLE projects aided beneficiaries to reach the academic level required to transfer to formal schools alongside their peers. With this in mind, education departments should be provided with detailed information on the program and steps needed for recognition of the academic achievements of children in the project and equivalency with formal qualifications. Education departments could assist in establishing structural links with formal schools, school principals, and teachers and in monitoring education centers, curricula, and teacher training. Education officials can also be included in the program management committees to institutionalize the link with local government.

Regular and consistent monitoring of beneficiaries

In the Arunodhaya project in India, the Aasaman project in Nepal, and the CCF project in Pakistan, strict attendance registers were maintained, and if a child missed classes regularly, a home visit was carried out to ascertain the cause of absence and to encourage the child to return to school. Keeping a close watch on the performance and behavior of beneficiaries helps to pre-empt drop-out and to provide remedial support and encouragement where needed. Community members and groups, such as women's groups, are often effective monitors, as they have the community's respect, trust, and confidence. The RADA project in Sierra Leone focused on the problem of child trafficking and included this issue in teacher-training programs since teachers are particularly influential in these communities. The teachers played a crucial role as social change catalysts through the awareness-raising and training program. They realized that they had allowed child trafficking to flourish unchecked simply through their ignorance and expressed strong support for their new role in society.

In most cases, the CIRCLE projects aided beneficiaries to reach the academic level required to transfer to formal schools alongside their peers



Regular monitoring of education programs and institutions

Local education authorities may be willing to carry out regular monitoring of the project's activities as part of routine school monitoring, focusing on technical and pedagogical aspects of the program. Communal authorities may also be willing to carry out monitoring visits to check on regular activities. The education committee structures should monitor activities and students on a daily basis to ensure timely action is taken in the event of challenges arising.

Follow-up monitoring

When analyzing the long-term impact of education programs, it is important to follow up beneficiaries as they progress through the formal education system, vocational training, and possibly their work careers. For a period of time after transfer to the state education system, contact should be maintained with beneficiaries and their families to check on how they are getting on. There is a significant difference between the classroom environments of a non-formal education program and a formal school, so it is vital to monitor how children cope with the change, and whether they drop out of school or stay the course and reach graduation.

It is important to ensure that teachers or facilitators have the skills and materials needed for a successful educational program

3.5 Identification of students and teachers

There are two groups that need to be identified in the early stages of project development: the beneficiaries (students) who will benefit and the teachers who will deliver the program.

Identification of students

CIRCLE projects targeted child laborers and at-risk children, and the beneficiaries of their education programs have included former working children or children combining school and work. For example, Lingap in the Philippines targeted child domestic laborers in Quezon City, some of whom continued to work while going to school. Unlike other CIRCLE projects, however, Lingap did not establish its own education program but rather supported the beneficiaries in attending state schools or government-run NFE centers.

Identification of teachers

The teachers working in CIRCLE education programs were not usually formally trained professionals and required training (see Section 3.6) to be able to perform their duties. In some cases, the teachers were drawn from groups of volunteers. For example, ASHA in India selected young people from within project communities to act as “education volunteers.” The aim was to prepare working children to pass the entrance examinations for formal schools. In situations where there are overcrowded classrooms or multi-grade teaching, which affect the quality of education, classroom assistants can alleviate some of the teacher’s burden.



Teachers and facilitators must create an enabling environment to encourage learning and individual growth

In general, teachers require considerable patience and understanding in dealing with child laborers and at-risk children. The children may never have been to school and may have an aversion to learning and to authority and institutions. They may have suffered abuse or trauma. They may have learning disabilities, particularly attention deficit disorder. Likewise, their families and other adults in the community may be ambivalent toward education and its value. Therefore, good communication skills are critical to developing relationships as the teacher will perform some functions more suited to a counselor than a teacher.

In the case of ADAA in Ethiopia, education center facilitators were drawn from local communities. This format can accelerate the familiarization process between teacher and student as they may already know each other, and the teacher will have a good understanding of the children’s background. Deepalaya in India also sought to train community educators primarily in class management skills, education planning, and records management for monitoring. The training program also covered the basic qualities of a teacher as role model and the role of the teacher in the classroom and the community. The identification of suitable teachers depends to some extent on whether or not these individuals will be volunteers or paid staff members. This will have an impact on what can realistically be expected of the teachers. More can be asked of paid staff members than volunteers, who may also have paid work elsewhere and be offering whatever limited hours they have available.

It is important to develop a profile of the person(s) required to deliver the education program and to establish selection criteria. These can be drawn up with the help of community members, parents, the children, and other stakeholders, such as the local education authority, school principals, and teachers from formal schools. DARNA in Morocco emphasized the need for vast reserves of goodwill since the teachers had to be able to support street children from particularly challenging backgrounds. Teachers need to provide a stable, daily presence in a structured environment and be capable of offering a wide range of activities to sustain the interest of children, including sport and arts-based activities, while making sure that they improve in the fundamentals, such as reading, writing, and mathematics.

Given its focus on health, OBISPO in Bolivia asked university medical students and medical staff from a local hospital to teach the children and parents about health and hygiene. Deepalaya in India also worked with local universities to engage social science students who were required to participate in internships as part of their coursework. Deepalaya provided training to the volunteers, who subsequently became effective ambassadors for the reduction and prevention

of child labor. Volunteers also assisted in developing teacher-training materials and raised funds for the centers through their own activities.

3.6 *Training of teachers and facilitators*

As part of the design of a monitoring system, some thought needs to be put into what tools the monitors will require. The role of the teacher is central to the education programs discussed here, and it is important that comprehensive pre- and in-service capacity-building programs are put in place. These programs place children at the heart of the learning process and are molded around their needs and expectations. Inevitably, this will place considerable responsibility on the teachers and management staff of education centers, who should receive appropriate training to fulfill their duties effectively. In CIRCLE



With technology being an integral part of today's world, children should learn basic computer skills

projects, teacher training was carried out primarily in the pre-project phase, but some projects also included in-service training to reinforce the capacities of teachers as they became used to their environment, got to know the beneficiaries better, and became more familiar with the program's content, aims, and objectives.

The status of the teachers in terms of whether they are volunteers or paid will also have an impact on the training investment that can realistically be made and on the sustainability of the initiative. For example, it is important to establish whether volunteers will continue to make their services available to the community once the project ends. Volunteering may lead to enhanced professional qualifications, which can result in individuals taking their marketable skills where they will be paid. Therefore, organizations should strive to select volunteers who will continue to benefit the community. Indeed, trained volunteers could also become trainers of others in the community.

Paid teachers, who will inevitably have greater responsibilities, need to have the skills and capacities to ensure the success of the program. Training programs should be adapted accordingly and available training resources invested. Train-the-trainer programs are often effective in creating a multiplier effect, increasing the return on training investment.

Where a non-formal state education program exists, it is sometimes possible, as happened in several projects in the Philippines, to get government support to train teachers and to obtain appropriate training materials and equipment. Meetings should be held with the appropriate educational authorities to explore such possibilities and to negotiate training support either at no cost or reduced cost. In any event, contact should be made with the education authorities responsible for teacher training to discuss capacity-building plans within the framework of the project. This is particularly important in cases where teachers in state schools are to be included in training programs as this is likely to affect their presence in the classroom, especially if the workshops are in-service and carried out during school time. With the support of the education authorities, teachers, and the community, it may be possible to organize training during school days, or during weekends or vacation periods.

Consult all stakeholders, especially the teachers and education authorities, make formal requests, provide details on the format and content of training, and ensure that these are supported. It is possible that there will be significant support from the authorities and teachers alike, and this may lead to added value elements, such as training venues and materials being made available or other teachers becoming involved. The education authorities may express an interest in knowing more about the project and becoming involved. They may also offer to help develop training materials and to consider relevant curriculum development and reform. However, all of these potential outcomes depend on the establishment of positive and constructive relations with stakeholders and consultation at an early stage of the project design and implementation. It is also important to offer the education authorities and teachers an opportunity to participate in the design and planning of the project. For example, in the CLASSE project in West Africa, Winrock International and the Ministry of Education conducted a joint capacity-building workshop in Côte d'Ivoire to train teachers in non-formal education methodologies, techniques, and content.

Regular meetings and communication between teachers, implementing organizations, and other stakeholders were often crucial to project coordination and management. For example, Deepalaya in India organized regular meetings with the teachers in the NFE centers every Monday to review activities, attendance records, children's academic performance, and other related issues.

Training program elements

The role of the teacher is multifold, and this has an impact on the design of the training program. An important element of the training process is helping teachers to understand their responsibility in tackling the issue of child labor and its prevention through education. The Casa Renacer project in Brazil worked closely with teachers in the project areas to help them understand their role in promoting children's rights, including by denouncing incidents of child abuse as required by Brazilian law. The training program included raising awareness of child abuse and commercial sexual exploitation and identifying situations of sexual violence or other abuse and how to report these to the authorities. Obtaining support from teachers in these areas was a challenge for Casa Renacer and called for sensitive discussions and awareness-raising. For example, it was important in meetings with teachers to allow them the space and time to express their frustration with the school and education administrations. By being flexible and discussing potential solutions to their problems, Casa Renacer was able to win their trust and confidence.

The various roles that teachers can play include:

Pedagogical role:

The selected individuals will be teaching a curriculum that will either already exist, including in countries where a non-formal state education curriculum is in place, or which will need to be elaborated or adapted from other projects of this nature. In some projects, teachers may also have to be trained in non-academic subjects, such as life skills, games, sports, and arts-based methodologies. For example, CSAGA in Vietnam ran training programs on child participation, life values, and life skills. Some teachers may also need to provide some basic vocational skills training. Child-friendly teaching techniques can be quite challenging for teachers to embrace, particularly those already trained in traditional methods. It takes time and sensitive planning to ensure that all teachers are trained in these techniques, and it requires both pre- and in-service training courses to ensure follow-up support. For example, Aasaman in Nepal held refresher workshops on its bridging program to facilitate feedback from trained teachers on the challenges they faced in the classroom and to identify solutions and areas for further training. Some implementing partners found it useful to organize visits for teachers to other projects where child-friendly teaching methodologies were in use to allow them to observe how these are used in the classroom, what teachers do, and how children react.

Counseling and pastoral care:

These roles are particularly important for teachers in the case of children who have been withdrawn from the worst forms of child labor. Methodologies creating child-friendly environments and promoting child participation require specific training, including in the areas of health and personal hygiene. Part of a teacher's counseling activities may



The role of the teacher is multifold, and this has an impact on the design of the training program

also include reaching out to parents and helping them to understand their roles and responsibilities, including their relationships with their children. For example, in the OBISPO project in Bolivia, teachers helped mothers to understand the importance of displaying affection toward their children to make them feel loved and protected. This included celebrating their children's birthdays.

It is important to establish close links with local schools in the community for the sustainability of educational programs

Mentoring and individual support:

As role models, teachers can have a major influence on their students. In the WHEPSA program in Senegal, teachers were involved in all aspects of the project, from identifying girls who were not in school, to meeting parents and girls to offer support. This additional support and mentoring was usually offered outside of school hours, and the teachers concerned were usually women. Teachers volunteered their time to conduct after-school meetings, remedial support, and mentoring to encourage girls to return to school and stay there. Thus, the success of this approach relied heavily on the personal motivation and commitment of the teachers involved.

Community and social mobilization:

The community and the families of the beneficiaries need to be closely involved in the education program to ensure their ownership and long-term support. Teachers, therefore, have an important role to play in ensuring that parents are involved in any way possible.

Professional relations with key partners:

Teachers in non-formal education programs need to foster constructive and positive relations with other stakeholders, particularly the education authorities, formal schools, principals, and other teachers in the area. This requires good interpersonal skills. Several CIRCLE implementing partners extended their training programs, particularly those on child-friendly methodologies, to include teachers from state schools in the project area. In this way, formal schools also benefited from pre- and in-service training and were thus better placed to support vulnerable children, particularly former working children, who moved to their schools.

Administrative and management responsibilities:

In many projects, teachers share in the day-to-day administrative and management responsibilities of education centers.

Additional elements:

Some projects target very specific areas of child labor and exploitation, which would require more specific or in-depth training of teachers. For example, RADA in Sierra Leone trained teachers from local community schools in the dangers of child trafficking to enable them to recognize it and monitor the issue in their schools, and to help their students understand the dangers. The Sociedade de 1 Maio project in Brazil trained educators in “psychodrama” and “art therapy” techniques to bring about positive attitudinal and behavioral change in students and to help children deal with their emotions through expression, reflection, and listening. Similar techniques were used in the Casa Renacer project, also in Brazil, which worked with children from particularly challenging social backgrounds involving significant levels of domestic and social violence, drug abuse, and commercial sexual exploitation.

Selection of trainers

Clearly, therefore, there is a need to spend some time discussing with the stakeholders the roles, responsibilities, and profile of the teachers and designing an appropriate training program to support the activities. Consideration also needs to be given to what capacity an implementing organization has for the designing of the training program and whether it will require external support and what this may cost. It is useful to involve the education authorities and local formal schools at the early stage of discussions. For example, the existence of a non-formal state education curriculum in Ethiopia meant that the District Education Office could assist ADAA with the training.

3f

ASHA: Training formal and non-formal school teachers

ASHA in India conducted a series of joint training courses for teachers from state schools and education volunteers from the project’s non-formal education centers. Training content focused on teaching methodologies in supporting (former) working children, which required an understanding of the causes and consequences of child labor and the needs and expectations of working or at-risk children, as well as the learning challenges they face. Participants were also instructed in classroom and school management, record-keeping, and monitoring. By bringing teachers from state schools and NFE centers together through joint training, the project was able to foster closer relationships and understanding, which ultimately benefited the children as they moved from the non-formal program to government schools. State school teachers were thus aware of the program and better prepared to receive the new students and understand their situation and backgrounds. As a result, the students felt comfortable and happy in the state school and were less likely to drop out and return to work.

Because of the relationships established during the joint training, state school teachers offered their support to other project activities, such as the education camps, an education caravan, and a children’s fair. Exchanges were also arranged between the state and non-formal schools in which students were able to go to the state school two days a week as preparation for their full transition. In addition, education volunteers were invited to assist in state school classes to expose them to formal education for their own professional development.

There is also a non-formal state education curriculum in the Philippines, and Lingap was able to send its volunteers on relevant training programs organized by the Bureau of Non-Formal Education. This included participating in a training program on the ALS, which helped Lingap in its project implementation. As a result of discussions with the Department of Education, the training programs were provided at no cost to the project.

In some cases, training was provided by the implementing partner itself. However, other organizations may have conducted similar education programs in the area or in the country, and they may be prepared to share their experience and expertise. This will save the time and cost of developing a new training program and avoid duplication. For example, HCC in Cambodia was able to send a teacher on a counseling training program with the organization CamboKID. The teacher subsequently shared the training with other staff in the HCC's education center, thereby multiplying its impact. In the RADA project in Sierra Leone, community teacher groups underwent a three-day training course after which they were expected to pass on their experiences to their colleagues in schools. Aspects of the training program were also integrated into school curricula in the target communities.

In the Philippines, HOPE commissioned an external consultant experienced in alternative teaching methods to train teachers and monitor them in the classroom. Subjects covered included children's rights, child labor, helping skills, and interpersonal and communication skills. Following the workshops, the consultant would visit classrooms to monitor how the teachers applied what they had learned and to offer additional support. HOPE's capacity-building program was very intensive, involving one-on-one sessions between teachers and the consultant. Teachers were not only assessed on their interactions with the children but also with the parents, and the consultant also observed teachers during parent-teacher meetings. School principals were encouraged to watch the consultant giving feedback to the teachers so as to improve their own communication and management skills.

It is useful to involve the education authorities and local formal schools at the early stage of discussions

Additional training elements

The CIRCLE experiences emphasize the importance of communication and exchanges between teachers to deepen knowledge and understanding and to help them share the challenges of their day-to-day work. These exchanges enhanced their confidence, self-esteem, and personal and professional development.

ADAA in Ethiopia provided its teachers with in-service training opportunities, including visits between the education centers to facilitate the exchange of experiences. Aasaman in Nepal organized a five-day refresher course during which bridge-course teachers were able to share experiences and challenges, especially with regard to teaching techniques to foster child-friendly classrooms.

It is also worth looking into the possibility of boosting the capacities of teachers in formal schools where child laborers or at-risk children may be found. Teachers may welcome the opportunity to receive training in methodologies more suited to creative and participatory learning, which are rarely covered in their own formal training. CEIPA in Guatemala, for example, organized in-service training on this issue for teachers in local schools.



3.7 *Teaching and learning materials*

Efforts should be made to assess what both the teachers and the learners will need in the way of materials and equipment and to ensure that they are in place before the program starts up. The assessment should be linked to the curriculum being taught, as well as to non-academic subjects, such as life skills, health education, arts and culture, and recreational and sporting

Educational programs can help children develop strong social skills and increased self-confidence

activities. In cases where there is strong support from the education authorities and where a non-formal state education curriculum exists, organizations should work closely with the authorities to find out what materials are necessary; for the state curriculum, lists of required books and materials usually already exist.

Teachers will require a range of support materials, including guidelines on child-friendly techniques, promoting child participation, and counseling techniques, steps to be taken for referrals, monitoring sheets, and student record sheets. Where possible, teaching aids should be provided, including black or white boards, flip charts, and markers. In addition, consideration needs to be given to what classroom equipment and furniture is needed.

Procurement of materials will be governed by what resources are available. The involvement of other stakeholders in sourcing materials can be sought in order to keep costs to a minimum. Lingap, QK, and ACM in the Philippines received strong support from the Department of Education, and Lingap became an accredited service provider of the ALS. It was also able to equip its own ALS center with computers. In the case of ADAA in Ethiopia, the furniture was made from locally supplied materials. This is a further opportunity to involve the community in a very practical way to ensure that their children benefit as much as possible from their educational experience.

Other service providers in the community can be approached. For example, PROCESO in Bolivia worked closely with another local NGO, Casa Mitaí, which provides food and educational services to working children in the community. Casa Mitaí had computers in its offices, which were put at the disposal of PROCESO in using its computer-based interactive educational tool for working children.

In considering how to reach working children and their parents, particularly those who were illiterate, RAC in Mali used comics. The comics were designed by the children themselves and were found to be a particularly powerful awareness-raising tool in the communities, as well as an effective method of supporting literacy activities.

Education camps

Organizing education and extracurricular activities during holiday periods or weekends can be a good strategy in situations where children typically use the time out of school to work. In its project in India, ASHA organized education camps to facilitate interaction between the different target groups and to raise awareness of child labor and its dangers and the importance of education and children's rights. Some of the camps were residential. Activities covered a range of academic and non-academic subjects, from theater and role-play to creative writing, art, singing, dancing, sports, and games. The children participating in these camps organized rallies on children's rights and child labor, putting their new-found skills to use by raising awareness of these topics among others in their communities.

In addition, ASHA introduced the participants to the concept of school-based children's clubs and supported them in setting up such clubs in each of the target communities. The clubs continued to provide extracurricular activities during the school term, while facilitating a peer monitoring system to reduce drop-outs. As other working children saw the effect of schooling on their peers, they became more interested in pursuing educational opportunities for themselves, and the incidence of child labor in the area gradually declined.

Lingap: Educational assistance to child domestic laborers

The Lingap project in the Philippines was somewhat different from other CIRCLE projects offering non-formal education services in that rather than establishing its own program, it supported child domestic laborers while they attended either formal or non-formal state schools. One of the reasons for taking this approach was the difficulty in identifying child domestic laborers because of the hidden nature of this activity. They therefore trained school staff and teachers in the targeted communities in Quezon City to identify working children and refer them for support. Once the first children were identified and began receiving support, they in turn were able to refer children they knew to be working in domestic service.

Lingap covered the beneficiaries' education costs such as enrollment fees, transport, materials, and uniforms. Most of the children came from provincial homes and could not rely on contributions from their families nor their employers. Other forms of support included the establishment of care and interest groups, where the beneficiaries could interact and socialize, take part in sports, crafts, theater, and arts-based activities, share life experiences, and improve interpersonal skills. Through their involvement, the beneficiaries became members of Lingap's children's association, which included other at-risk children in the community.

Groups of volunteers from the community were also set up to facilitate the care groups and monitor and counsel the child domestic laborers, including through the implementation of a life-skills program. Lingap built contacts with the local authorities to press for wide-spread registration of child domestic laborers in the area to ensure that they could be properly protected and have access to appropriate services. This was felt to be particularly important given the increased child trafficking from provincial to urban areas for domestic labor.

Beneficiaries emerged from the program empowered and more confident and shared a universal hope that they could assist in extracting their families from poverty by improving their own levels of education.

3.8 Distance learning in alternative education

SUMANDO's experience in Paraguay highlights the potential of distance learning in helping working and at-risk children gain some form of education. Distance learning is frequently used in situations where access to education is a major challenge. Through its research, SUMANDO found that groups of adolescent domestic laborers were unable to attend school on a regular basis owing to their work schedules. By working closely with the stakeholders involved, including the children themselves, their employers, and the Ministry of Education, the organization was able to develop a distance-learning program that combined group lessons and study, but mainly focused on self-learning modules using audiovisual materials that the students could do at home.



Education camps could enhance children's personal and social development

The program is fully accredited by the Ministry of Education and is designed to assist the adolescent workers in bringing up their academic levels sufficiently to enter formal schooling. It allows learners to establish their own timetable based on their work schedule and social activities. The methodology aims to help beneficiaries to learn how to learn, to learn to do, and to learn to share – in other words, to learn by themselves by completing the modules at home. Homework is reviewed by SUMANDO teachers, and support extended to each student as necessary. The very nature of the program helped children to gain valuable life skills such as perseverance, responsibility, self-discipline, and planning. They were largely responsible for completing the modules and then going through their work once a week with the teachers.

Issues to take into account when developing and managing distance-learning systems include:

- *Accreditation is essential. If the program is not recognized by the education authorities, the transition to formal education can be problematic. Therefore, contacts with the education authorities should be established to discuss tests or examinations at the end of the programs so that the beneficiaries are provided with the appropriate certification to approach formal institutions if they so wish.*
- *Distance learning requires close follow-up. This includes organizing face-to-face activities, such as communal lessons and study groups and supervising the students' work as they progress through the modules. Test papers need to be marked and regular assessments made. Remedial support should be in place for anyone who struggles with aspects of the program.*
- *The delivery method is an important consideration. If it is to be computer based, it will require investment in hardware, software, and possibly an Internet connection. This may be feasible during the project, but thought should also be given to sustainability. If the delivery is to be by correspondence, the beneficiaries will need envelopes, postage stamps, and so on. If the delivery is to be through weekly face-to-face encounters, these have to be sustained and managed appropriately. In some cases, distance-learning programs can be delivered through radio or television, although there are child laborers who do not have access to either.*
- *A support network or helpline should be in place to assist those beneficiaries who encounter difficulties in following the program. For example, if an employer refuses to allow a worker to continue to have the requisite study time, a procedure should be in place to meet and discuss the matter with the employer.*
- *Distance learning, like other education programs, should be accompanied by awareness-raising to inform the different stakeholders and encourage partnership.*

3.9 Additional elements of education programs

Non-formal education programs aim to provide more than just functional literacy and numeracy skills, although these are key elements of bridging or transitional education in preparing children for formal schooling. Non-formal education, more holistic in nature and generally more innovative than its formal counterpart, aims to stimulate and sustain the interest of the learners, which requires flexibility and a great deal of imagination.

In the CIRCLE projects, subjects covered in mainstream teaching programs generally included language (literacy), science, mathematics (numeracy), geography, history, social studies, civic education, health education, and general knowledge. Most of the projects were nonetheless creative in the way they approached these subjects to make them more interesting for the children. Arunodhaya in India took the beneficiaries on trips to parks, museums, and zoos for drawing and painting classes.

Instruction in information technology can be an interesting part of education programs, as in the PROCESO project in Bolivia. However, it has cost and structural implications that can prohibit or limit its effectiveness since computers can be expensive and need electricity to run and security to protect them. Teachers require specific skills to teach the subject.

Promotion of good nutrition, health, and hygiene

A number of projects put emphasis on nutrition, health, and hygiene to provide the beneficiaries with additional life skills and promote their healthy development. Children's academic capacities are directly affected by their health, and if they go to school hungry, it will have a detrimental impact on their learning. Some projects, such as CIRD in Paraguay, included the provision of wholesome school meals to enhance the benefits of the lessons. CIRD also incorporated the government's milk campaign, whereby schoolchildren were given a glass of milk each day to improve their health. Because some of the beneficiaries had very poor health, CIRD also conducted nutritional assessments to check which children were undernourished or at risk of undernourishment and to respond accordingly.

Some projects, such as CIRD, incorporated crop-growing components for a twofold purpose:

- to ensure that the beneficiaries ate fresh vegetables, fruit, and other food crops;
- to allow beneficiaries to learn gardening and farming skills, from preparing the land to harvesting.

3h

DARNA: Innovation in the classroom

The DARNA project in Tangiers, Morocco was aimed at helping children from rural areas who had ended up on the city's streets by providing them with a safe environment in which they could benefit from basic education and learn marketable skills. This safe environment was a farm where the beneficiaries received literacy and numeracy classes and learned specific agricultural skills. Street children are a challenging group given the harsh nature of their lives and the level of physical, mental, and emotional abuse that they endure. DARNA realized that major challenges would be to stimulate the interest of the children and to ensure that they acquired basic skills.

Therefore, rather than establish a set program of classes for different subjects, it gave each class a different theme each month and based its pedagogical approach on that theme. For example, one month the focus of the literacy classes was the environment, which was used to help the children to prepare to mark the World Day of the Environment. Other themes included rural development, civic and health education, and illegal immigration. The themes were chosen on the basis of relevance to the lives of the beneficiaries. For example, 80 percent of them had lived through situations of illegal immigration. The classes then used these themes to teach reading, writing, and mathematics. Teachers found that using themes relevant to the children's lives made the beneficiaries hungry to learn more, to expand their vocabulary and understanding, and to discuss these issues at length.

The children were provided with remedial classes to help with reading, writing, and basic mathematics. Mathematics included some very basic skills, such as learning how to tell the time. The children also helped out on the farm and participated in workshops on planting, cultivating, and harvesting food for farm animals; poultry rearing and egg production; and reclaiming land to use for farming. DARNA focuses on the entire production chain so that children interested in goat rearing do not just learn how to feed and look after them, but also how they reproduce, how to milk them, and how to produce and sell their cheese.

All learning, whether academic or vocational, is based on practical and participatory methodologies and is rooted in everyday life. For example, literacy classes do not only focus on learning the alphabet but also on the child's ability to express her- or himself on issues of concern. Over a period of time, they also learn how to read and write about these subjects. The organization uses literacy classes to raise awareness of a wide range of issues and has found this methodology to be particularly effective, saying that children who did not have the patience to sit on class benches in school had learned to read and write after several months.

The DARNA project is a good example of an organization that spent considerable time studying the beneficiaries, their needs, expectations, and capacities and then designing a program to address these effectively. In particular, DARNA focused on how these children learn, which is different from how other groups learn. (Former) child laborers, and at-risk children from marginalized or excluded groups learn far more effectively through participatory activities and "learning by doing," and through issues of direct relevance to their lives.

CIRD was given a plot of land by the local church to use as a garden, which was maintained by local nuns, teachers, and the beneficiaries. In other cases, land may be provided by local communities, the government, or individuals and may be looked after by the children and their families so that the harvest contributes to the community as a whole.

The CIRD project also included a personal hygiene component including regular bathing, hair washing, and dental care. After initial resistance, child beneficiaries came to understand the importance of good health and hygiene, and the incidence of disease, head lice, and parasites fell significantly. After a while, the children themselves would encourage newcomers to the education and recreation center to take care of their health and personal hygiene, demonstrating that they had fully assimilated the lessons learned. CIRD was also able to negotiate free medical and dental examinations and access to other services, such as hair-cutting. The confidence and self-esteem of the beneficiaries received a significant boost from their improved appearance, health, and sense of well-being, which also contributed to improved academic performance. Similarly, Deepalaya in India included personal hygiene in its class activities. As a result, students also began to keep their classroom environment clean and tidy. Deepalaya organized health camps, which provided basic health services and medicines. The beneficiaries held cleanliness rallies, during which they marched through their communities with placards and slogans promoting good hygiene practices.

Several projects, including CLASSE in West Africa, expanded the health education component to include the prevention of HIV/AIDS and sexually transmitted diseases. The RAC project in Mali provided medical kits to schools in the project areas to ensure that children could receive first aid and rapid medical treatment, particularly during the winter season when malaria is most prevalent.

Recreation and the arts

As already mentioned, the learning capacities and abilities of (former) child laborers and at-risk children are often different from those of other school-going children and they are generally unaccustomed to a regular school environment. This can create significant challenges for formal education systems, which effectively cater to the majority and are relatively inflexible and ill-suited to those with special needs or different abilities. Experience shows that (former) child laborers or at-risk children respond more positively to teaching methods that incorporate interactive, participatory, and innovative activities, such as games, drama, drawing and painting, (creative writing), music, singing, and dance. These methods are often used in NFE settings as they help children to learn in a non-threatening and non-judgmental way. The children can learn at their own pace and focus on short, incremental, and achievable steps. Drama, in particular, can reinforce observation, imagination, and concentration and boost children's confidence and self-esteem. In its project in Sierra Leone, APEGS established Literacy and Debating Societies in primary and secondary schools in one of the target communities, where children could discuss and exchange ideas on child labor and child trafficking.

In the Deepalaya project in India, staff were sent to observe a particular “joyful learning” methodology, the Bodh Shiksha Samiti, and used these experiences to make their own lessons more interesting and interactive. Puppets and flash cards were used in the narration of stories and games, and poems helped develop numeracy skills. Computer-based teaching programs were also used to good effect. On some occasions, classroom activities were also recorded on video and replayed to the children on television, reinforcing the points of the lesson while allowing the children to see themselves on television. Every effort was made by the teachers to make the learning experience fun for the children, to ignite their interest in education, and to make it something to look forward to each day.



Organizations have also found that providing children with opportunities to play with each other, particularly through organized games, helps them to form close bonds, which also boosts their academic performance as they assist each other in the classroom. However, it is vital to discuss interactive learning methods with parents and the community, as sometimes they can be suspicious of these approaches as they do not conform to the traditional forms of

Quality education can be ensured by training teachers on a variety of issues

teaching that they know and understand. Through a consultative process, the parents and community members can come to understand the benefits of these methodologies.

4. Sustainability

The role of education in reducing and preventing child labor and in providing an alternative to work for marginalized, disadvantaged, and out-of-school children cannot be stressed enough. Its inclusion in the MDGs and as the focus of the EFA initiative has reinforced it as a fundamental element of human development. Children who have been deprived of an education for whatever reason respond enthusiastically when they are given the opportunity to go to or return to school or another educational environment. Were these opportunities to be short-lived and to end without any possibility of continuation, it would be devastating for these children, their families, and their

communities and could undermine any confidence they have left in society. They could even end up working in worse situations than before. So, organizations need to act responsibly in the planning and design of education interventions, and if there is little chance that they would be sustainable in the targeted community for whatever reason, it may be better to look at other communities where the potential for sustainability is greater.

The principle of good quality education freely accessible to all children underpins the global effort to end child labor. Any project will strive to influence attitudes toward education, alerting parents to the dangers of early entry into work and the importance of education to their children's future. Changing attitudes toward education means that these programs become embedded in communities and accepted by the education authorities and institutions.

A future vision for the education intervention should be established, in conjunction with the various stakeholders, as part of the initial project design, including looking at how to maintain education structures and activities in a given community and how to ensure that the gains of the project are sustained and enhanced. That said, it is also important to set projects in the broader context of national education development. Non-formal education programs should not be viewed as a long-term alternative to formal education, as every child should have access to good quality state education. Non-formal programs should be seen as complementary, providing the means for children to move into the state school system when adequately prepared and equipped to do so.

The following points should be kept in mind with regard to the sustainability of education intervention:

Ownership:

From the very outset of the project, it is important to build stakeholder interest and support for the education program. The community and particularly those directly concerned, such as the children and their parents, should be encouraged to formulate ideas of their own as to how to sustain the outcomes in the longer term. In the ASHA project in India, the establishment of children's clubs and children's parliaments reinforced ownership. Working closely with parents is a vital component of sustainability. Deepalaya in India, for example, found it extremely difficult to convince parents of the need to keep children in school during the harvesting season or when there were opportunities to enhance the family's income. As a result, children dropped out of school to return to work, including just before their examinations.

Children's participation in all aspects of a project also reinforces ownership. In a literacy center in the ENDA project in Mali, the teacher and children established a system based on their traditional village social structures, which included electing a chief and counselors, while others took on roles such as accounting and event organization. The children developed a small garden and sold products to the community, setting up a savings scheme, with profits going toward school fees. They also established their own code of conduct to ensure their education was as beneficial as possible, including regular school attendance, respecting the teacher and each other, and avoiding tardiness.



Projects should consider incorporating socio-economic issues central to the community to make their education programs more effective

Partnership with local and national government:

One of the potential obstacles to sustainability is the lack of recognition of the program by the education authorities, either at the local or national level. One of the first steps in planning a project is to set up meetings with local education departments to explain the aims, objectives, and context of the project and to solicit their guidance, support, and involvement. This is even more important in countries where the government operates a non-formal state education program. It will need to be explained why a particular group is being targeted and what the program aims to achieve. Mention should also be made of institutional links with existing schools in the area, the monitoring role of the education authorities, teacher training, and curriculum support, particularly if a non-formal state education system is already in place. The education program should include core subjects that are also found in the formal curriculum. It is vital to clarify that the aim is either to provide education where it does not exist or is not accessible to the beneficiaries or to complement formal systems through transitional or bridging education, including distance learning. If constructive relations with education authorities are established, it is possible that they will consider supporting the program financially and administratively beyond the life of the project, including replication of the model elsewhere. For example, the local Department of Education in Santa Cruz, Bolivia, showed a keen interest in funding PRO-CESO to further its development of computer software for vulnerable children and include additional subjects.

Partnership with formal education institutions:

Developing constructive relations with school principals and teachers in the community or neighboring communities pays dividends. If local formal schools see the value of the program in helping out-of-school or disadvantaged children and accelerating their learning so that they can transfer into their institutions, they will look more favorably on the program and potentially support the maintenance of the education program after the project ends.

Working closely with parents is a vital component of sustainability

Broad-based partnership:

Bringing together as many partners and stakeholders as possible to support the project can reinforce sustainability. For example, RAC in Mali mobilized the support of the education authorities, school management committees, local gold mining companies, and UNICEF in order to ensure the continued employment of the teachers hired through the project, the building of new classrooms, and the furnishing of classrooms in community schools in each project location.

Standardization and accreditation:

For transitional or bridging education, including distance learning, organizations should seek recognition and accreditation from the authorities so that children transferring into formal education can enter at appropriate academic levels.

Finance:

One of the major obstacles to education for marginalized or disadvantaged groups is that of cost, both direct and indirect. While the beneficiaries will probably not incur any costs while participating in the education program, once they transfer into formal systems or the project ends, cost may once again become a factor in the continuity of their education. Systems will therefore need to be put in place to encourage families to cover the costs of their children's education in the long term or to establish savings schemes or income-generating schemes to assist in meeting these costs. In some cases, education costs could be discussed with education authorities and formal schools to negotiate their reduction or a complete waiver.



It is essential to ensure that the infrastructure is in place in the school, such as sufficient desks and facilities to encourage children's retention

Structural and professional development:

Education programs may involve building or renovating centers, community schools, or other facilities for the implementation of the project. In addition, teachers and facilitators receive professional training in a wide range of pedagogical, counseling, and management skills leading to increased capacity in the community. Once these structures, systems, and capacities are in place, it is less challenging to identify ways to sustain them, as the high initial investment has been covered by the project. In particular, if local people have benefited from capacity-building, it is likely that they will remain in the community and continue to offer their services to children.

Expansion of educational services:

In order to sustain structures and professional capacity, efforts can be made to expand coverage of educational services to include, for example, adult education and skills training, to benefit other groups in the community. The possibility of commercializing the program or accessing public or private funding for community development can be explored with the community and stakeholders.

Enhancing learning capacities:

In order to achieve sustainable learning outcomes, assessments should be carried out on the health and nutrition of individual beneficiaries. Children who go to school hungry will not be able to learn effectively. Education programs should encompass all of the learners' needs that have an impact on learning, both physical and academic. It is also possible, as was the case of CEIPA in Guatemala, that organizations will be able to sustain project activities through their own financing capacities.



Curriculum should be relevant and capture the attention of at-risk or former working children

5. Challenges

Non-formal education has become an essential complement to formal education systems to ensure that those who are marginalized, excluded, or hard to reach can benefit from educational opportunities, particularly those that will facilitate their entrance into formal state schools. But this relationship is not without challenges and limitations, not least the fear that it can lead to the establishment of a two-tier educational system, reinforcing the divide between the “haves” and the “have-nots.”

There is an additional challenge in that improving access to and the quality of education in project sites increases the numbers of students in existing education systems. Ultimately the aim should be to improve education to the point where all children can benefit, particularly those previously out of school or deprived of an education for various reasons, including child labor. However, the capacities of existing schools to accommodate the increased numbers would need to be assessed. For example, Aasaman of Nepal found that its school enrollment and birth registration campaigns led to a massive rise in the numbers of children in schools, which was a positive development in terms of achieving the project objective, but had a negative effect on the quality of education, as teachers struggled to cope with massive class sizes and mixed abilities. Clearly, there should be close collaboration with local education authorities to prepare for the potential impact of high numbers of children enrolling and to ensure that education infrastructure and human resources are able to cope with the increase. As a stop-gap measure, Aasaman trained volunteer teachers and encouraged communities to do the same to ensure that schools would have adequate numbers of classroom assistants to cope with the greater number of students.

This is a general challenge confronting the EFA initiative and the achievement of the MDG on universal primary education, but it should not be ignored, and efforts should be made to inform and engage the relevant education authorities to ensure that quality is maintained. If it is undermined, it could happen that drop-out rates increase and that children become vulnerable again to the worst forms of child labor.

Some common challenges include:

Resistance from the community:

Some communities may consider education a “waste of time” for poor families who need all members to contribute to the family income. Resistance may be come from cultural or religious factors. In addition, employers may be reluctant to allow the beneficiaries the time required to participate in an education program. It is necessary to be sensitive to these attitudes and prepared to spend time with communities and/or employers to discuss and address the issues.

Lack of premises, materials, and equipment:

Setting up and running an education program can be expensive. It is not much use having a building if there are no desks or seats, no classroom equipment, or no books or writing implements. It is important that premises are easily accessible to the beneficiaries. This challenge is relevant to distance-learning programs if materials such as computer equipment are required.

Resistance from the education authorities and institutions, principals, and teachers:

If there is resistance from the authorities to formally recognize the program, it could jeopardize its success in transferring beneficiaries into the formal system.

Transition from non-formal to formal systems:

The transition to the formal education system can be a difficult experience for some children. It is vital that beneficiaries are prepared for the transition so that they do not drop out of school after the change. Some organizations seek to overcome the challenge by a gradual introduction of beneficiaries to formal school, arranging with principals and teachers for them to spend one or two days a week in formal school to get used to their new environment.

Provision of additional education support services and remedial education:

Psychosocial counseling, education assessments, mediation, and other support services can play an important role in integrating children into the education system. In addition, the provision of remedial education, particularly to support children with learning disabilities, significantly increases the likelihood of children remaining in school. However, these services are costly and relatively limited in the education systems in many countries. Organizations can coordinate with relevant government social and health services to ensure that support services are available, especially for those who need them most. Lack of support services in the long term can affect enrollment and drop-out rates.

Multi-grade teaching:

Because of the potentially small size of non-formal education centers and the potentially large numbers of children with very different academic abilities, situations can arise where a teacher has to teach children at different grade levels simultaneously. This places a heavy burden on teaching staff, and may not be sustainable.

Follow-up mechanisms:

In evaluating the real impact of an education program on the lives of the beneficiaries programs monitor progress in their academic careers, particularly when they transfer from non-formal into formal programs. Future monitoring may be limited, depending on the length of the project and the capacity of the implementing organization to sustain it. The issue of the length of the project may also have an impact on a program's capacity to transfer beneficiaries from non-formal to formal systems, as it takes time to bring children to a level where they can cross over to the formal system.

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Sociedade 1 de Maio: Encouraging academic excellence through empowerment

Every effort is made to keep children away from the violence, crime, and other dangers that lurk on the streets of the Novos Alagados suburb of the city of Salvador in Brazil. In collaboration with the parents and children in this community, Sociedade 1 de Maio established a children's club, Cluberê, to provide a wide range of extracurricular activities to ensure that children would stay off the streets when they were not in school, even during vacation periods. The club encourages the children to become leaders, learn about their community, and promote their own culture. The educators are all local, and parents are also encouraged to become involved and support their children's broader education.

One criterion for participation in the club's activities is regular school attendance. The organization has set up an initiative called "Student Grade A" with the local school principal, which motivates club members to achieve good results in their school subjects. Activities within the club are decided through a voting assembly and include theater, singing, dance, sport, recreation, and additional tutoring for those who need that support.

As well as establishing strong links with the local schools, Sociedade 1 de Maio has built a close alliance with the local health services. This has been pivotal in organizing discussions with the beneficiaries on sexually transmitted infections and related subjects. The community's reaction to Cluberê has been very positive, with parents realizing how talented their children are and how important their education is. Many pointed out that their children came willingly to the club to take part in its activities. A local school principal stated that he could always tell which children came to the club based on their behavior and performance at school.

In an effort to curb domestic violence, which is a major problem in the community, Cluberê also established a women's group to discuss the issue and to participate in activities to raise their confidence. There are frequent discussions between the mothers and the child members of the club and, as a result, the mothers have become more engaged in their children's education. The program also focuses on listening to the children and helping them to express themselves, engaging their interest in social issues of concern to them, promoting conflict resolution, strengthening their ethics and values, and helping them learn how to research issues.

Relevance of non-formal instruction to formal education and curriculum development:

A non-formal education program, particularly one of a transitional or bridging nature, must take into account the academic requirements of the formal education system. It may be possible to use the state curriculum, but in many countries it may be necessary to rely on the support of local education authorities, local schools, and teachers or other organizations that have used NFE. The curriculum needs to facilitate the transition between non-formal and formal systems while addressing the additional learning needs and expectations of the beneficiaries.

Resource challenges:

Some education-related activities demand considerable financial and human resources, which can be difficult to sustain. For example, establishing a new non-formal education center or providing a school meals program requires financial support. Facing this challenge may require putting in place a resource mobilization plan. The private sector is a potential source of support. For example, communities in the RAC project in Mali received a favorable response from the Society of Gold Mines in Tabakoto when they approached it to discuss financing community school development in areas around their mines. In other cases, local governments and education departments have provided school equipment, materials, and buildings.

Other relevant chapters

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Vocational Education and Skills Training

1. Introduction

Vocational education is an essential component of strategies to reduce and prevent child labor. Many children drop out of school because they do not see the relevance of education to their lives. In many cases, the decision not to send a child to school is taken by the parents, who would rather have their children enter the workplace as they do not see how learning to read, write, and do sums can help put bread on the table.

In order to influence the decisions of at-risk children and their parents, education should have a tangible end, particularly in terms of improving future employment prospects. In such circumstances and where older children are concerned, the focus should be on the transition from school to work, either through vocational education or skills training programs. The skills transmitted through such programs should prepare young people for gainful employment. These skills can be taught through the formal education system, for example, in vocational education institutions, through non-formal education programs, or through private businesses and apprenticeships. In vocational training, work safety and codes must be taught and practiced as well as monitoring by organizations or communities to ensure children are not being exploited or abused in apprenticeship situations.

2. CIRCLE experiences with vocational education and skills training

Many CIRCLE projects combined vocational education and skills training with basic educational elements, such as literacy and numeracy. Where appropriate, implementing partners provided additional training on starting up and

running a small business, including basic book-keeping, accessing micro-credit and other financing modalities, and sales. Most of the skills taught were based on analyses of local labor markets. In some cases, implementing partners also provided beneficiaries with start-up kits to facilitate their entry into the labor market. Employers in the informal sector and in rural settings are not always able to provide workers with the tools of the trade, and it can enhance their employability if workers can supply their own tools.

Vocational education programs can prevent children from ending up in situations of child labor by ensuring that trainees master skills and benefit from basic education classes that include training in health, safety, and their rights. Some programs also offer life-skills training to promote the beneficiaries' personal and social development.

CARD in Sierra Leone targeted at-risk children in rural communities, including young mothers and school drop-outs, for basic education and skills training. The program was delivered through a community training center, and staff were recruited locally to ensure that the center could continue to operate in the longer term. The staff underwent pedagogical training in a range of basic subjects and skills areas. The program provided the young mothers

Extra-curricular activities help children find themselves as individuals



CIRCLE partners with an identified best practice in vocational education and skills training

Africa	Asia	Latin America
ANPPCAN, Kenya	NDS, Bangladesh	PAMI, Guatemala
AID-Mali, Mali	HCC, Cambodia	Dos Generaciones, Nicaragua
AJA, Mali	Wathnakpheap, Cambodia	
RAC, Mali	WDA, Cambodia	
DARNA Morocco		
APEGS, Sierra Leone		
CARD, Sierra Leone		
CCB, Sierra Leone		
CLASSE, West Africa		

with childcare and family planning courses as well as combining literacy with skills and development. Childcare facilities were on hand so that young mothers could participate fully and the sensitive issue of foster families was introduced as a support structure for young mothers while they progressed through training and until they could find decent employment and were able to take care of the children themselves.

Ensuring that training programs provide the skills that are in demand in the local labor market is a common feature of most of the CIRCLE projects that offered vocational education and skills training. Once they have completed skills training, vulnerable children and (former) child laborers need to have access to decent employment. This requires carrying out a local labor market survey and tailoring the training program. WDA in Cambodia worked with a broad group of stakeholders to design training programs accordingly.

In the CCB project in Sierra Leone, local enterprises provided skills training in construction, engineering, and electrical and electronic engineering. CCB was meticulous in its screening of the training service providers: companies were chosen on the strength of their health and safety compliance, reasonable level of working hours, and training program proposal. CCB conducted interviews with employees and neighbors of each workplace. Following the selection of the service providers, CCB interviewed each trainee to assist them in choosing a trade best suited to their interests and capacities. They were able to spend a trial period in the workshops to get a feeling for the trade and the environment before making a final choice.

APEGS in Sierra Leone focused on enhancing trainees' skills to improve productivity in agriculture. To this end, the trainees were provided with appropriate tools and seeds to cultivate a variety of crops. A seed bank was established from the harvests to ensure sustainability. As well as agricultural science, trainees were taught home economics as a step toward self-sufficiency. The vocational training activities were accompanied by basic education to ensure that trainees received a rounded education.

Agricultural training was found to be the most relevant skills set by beneficiaries in the vocational education programs of CLASSE in Mali and Côte d'Ivoire. The training focused on cocoa plantations in Côte d'Ivoire, and on the cultivation of other crops and vegetables in Mali and Côte d'Ivoire. A large vegetable garden was cleared and planted next to a school in one of the target communities in Côte

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Wathnakpheap: A holistic approach to skills training

The Wathnakpheap project in Cambodia targeted children and young people at risk of child labor and trafficking in a rural area close to the border with Thailand. The main objective was to reduce children's vulnerability to these dangers through education and skills training. The project established skills training programs based on market demand identified in the targeted communities and on the availability of local natural resources, such as bamboo and rattan.

To make the courses more accessible, children were able to do their training either in the community, for such activities as making bamboo furniture or rattan weaving, in training centers, where qualified instructors provided six-month courses in selected skills, or in the workshops of local businesses. As well as teaching marketable skills, the program provided instruction in key subject areas such as literacy, life skills, business skills, children's rights, and primary health care.

The children exhibited their products at trade fairs, which helped them develop new designs, find new market openings, learn the nature of competition, and have direct contact with potential clients. Most of the products that were exhibited were sold or put on order, which built confidence and reinforced understanding of business processes.

d'Ivoire. The garden provided a training area for the children in agricultural skills, while the produce was given to the school canteen.

AID-Mali supported the CLASSE project by strengthening opportunities for the young graduates in their employment choices. Older boys apprenticed in carpentry, motorbike mechanics, and gardening enterprises. Girls worked primarily in tailoring and cloth dyeing. A training center allowed the AID-Mali trainees to take part in a fashion tailoring course for less than a third of the regular price. The girls were assiduous in their studies and constantly urged the teachers to give them more of their time for training

Besides linking skills to local labor market demands, there are several other common features of effective vocational education and skills training programs for at-risk children. Wathnakhpeap in Cambodia looked at how to maximize the use of locally available resources in its skills training programs. Communities were encouraged to grow bamboo to support bamboo furniture making. In addition, the training was designed to be adaptable to the situation of each trainee by providing skills training in different environments, including in the community, training centers, or in private workshops with local artisans. Follow-up included support to trainees in either setting up businesses or seeking employment. Setting up micro-enterprises was another element of the Dos Generaciones project in Nicaragua.

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HCC in Cambodia reinforced the link between basic education and skills training, noting that the children who benefited most from training were those who were literate and had a stronger educational foundation. As with Wathnakhpeap, HCC targeted children at risk of child labor and trafficking through the provision of formal and non-formal education and skills training. The main place of training was the organization's special shelter, and the skills required were identified on the basis of local labor market analyses. Besides life skills, HCC integrated other important aspects to assist the trainees in starting their new lives, including business management, cooking, and basic farming skills. A similar approach was used by Dos Generaciones in Nicaragua, where the demand for skills training came from the families themselves. Most of the families were headed by single mothers, who recognized the importance of their children leaving school with skills that would enable them to access better jobs in the future, including computer studies. The PAMI project in Guatemala also linked basic education and skills training. DARNA in Morocco combined training in farming techniques with basic education and life skills (see box 4f).

AJA in Mali found that when basic education (particularly literacy and numeracy) was combined with skills training in the apprentice schools involved in the project, trainees were able to better grasp the technical aspects of their training, to understand the importance of health and safety, and to apply these principles in practice. In addition, the beneficiaries received appropriate work clothes and protective equipment.



In its project in Mali, RAC took on the major challenge of the traditional “apprenticeship” system widespread in the region. Parents are supportive of these apprenticeships as they want their children to learn a useful trade. However, these apprenticeships, mostly found in the informal sector in the workshops of artisans and craftspeople, are often under conditions that can be considered child labor, although not necessarily a worst form of child labor. Because of limited access to education or parents’ negative

Community leaders can help train students and help them find gainful employment

attitudes to education, a large number of apprentices have either never been to school or have dropped out. Taking these factors into account, the project introduced a “dual” apprenticeship system that included basic education. The process required an intensive awareness-raising component to impress upon parents and employers the importance of education, particularly literacy, and to reduce the number of hours apprentices had to work, which facilitated their participation in basic transitional and formal education programs.

3. Designing a vocational education and skills training program

Many poor families look at education in terms of how it will support the family in the long term. If children can complete their education cycle and emerge with a set of skills that can facilitate their access to decent work with improved working conditions, this will make the program more appealing to parents, who are the main family decision-makers.

However, technical skills, while required for employment, are not sufficient in themselves. They should be accompanied by basic education, such as literacy and numeracy, as well as vital life skills that will prepare them more fully for adult life.

Defining the purpose(s) of vocational education and skills training

The first step in designing a vocational education and skills training program is carrying out a comprehensive assessment of needs and expectations in the targeted communities, in consultation with all the relevant stakeholders. This needs assessment can determine whether there is a demand for such a program and if it can continue to be supported after the project ends. It is likely that this would be part of a more general education needs assessment.

As with education generally, the linked issues of access and quality are crucial. Much of the focus on education globally is on the provision of universal primary education as enshrined in the MDGs and the EFA initiative. This has meant that many governments are concentrating their infrastructure development and resources on this objective, which has affected the level of investment in technical and vocational education and training (TVET) systems, affecting the availability of such programs and, where they do exist, the quality of teaching, equipment, workshops, curricula, and the relevance of the skills on offer.

In general, vocational education and skills training are implemented in the following ways:

- *through central, regional, or local government institutions, which follow state curricula for specified trades, usually taught by government trainers and providing a nationally recognized accreditation to the successful trainee;*
- *through private institutions — often called a “center-based” approach — which may or may not use state curricula, depending on availability and relevance, and which hire trainers for specific trades and for specific periods depending on demand. In this and the preceding scenario, training is provided in a center and through specialized trainers. It may include a mix of practice and theory, and the trainee may spend some time in a working environment to put into practice the skills taught;*
- *through private enterprises in the formal and non-formal sectors, using a practical, hands-on approach, whereby trainees are taught in a work environment. This often, but not always, takes the form of an “apprenticeship,” in which the trainee learns the relevant technical skills by working directly with experienced adults;*
- *through a community-based venue, often of an informal nature, such as a private home, a community center, or school.*

The training does not usually follow an established curriculum or format and is highly flexible to suit the needs and situation of the trainees.



Providing trainees with start-up kits relevant to their skills helps them start their own businesses

Skills training can be a mix of the above. The needs assessment in the targeted community will determine the choice of service provider. Another early project design element is whether the provision of vocational education and skills training will be the main activity or whether it will be a sub-component of an integrated education strategy within the community. This decision will affect the manner in which training is offered and whether it will be linked directly to other forms of education. It will also affect the strategy for working within the existing education infrastructure or whether new institutions need to be created.



The interests, age, and gender of a child must be taken into account while selecting trainees for a particular trade

Accessibility of vocational education and skills training

The availability of state vocational education and training institutions is often limited to major urban centers and mainly to children who have obtained appropriate qualifications through the formal school system, for example, successful completion of primary education. Access to such institutions in rural and remote areas is often scarce or non-existent. Therefore, an organization wishing to include vocational education and skills training in its project will need to map out what state or private vocational education and training institutions already exist in the community or nearby. At the same time, they should identify potential venues that can facilitate the delivery of skills training, such as schools or community centers. HCC in Cambodia used its own buildings as the venue for the skills training program. If no suitable venues exist, premises may have to be built or renovated. These choices have financial implications for the project.

The following issues should be considered in terms of accessibility:

- *What institutions or services, either formal or non-formal, are already available in the community?*
- *What institutions or services are available in neighboring communities that would be accessible to the beneficiaries either on foot or if a transport service were provided?*
- *If such institutions exist, do they have the capacities to absorb the project beneficiaries and activities and would the curricula and courses on offer be appropriate to the beneficiary group? Would it be necessary to sign agreements with the institutions and make financial or other contributions?*
- *To what extent are girls prevented from benefiting from these programs or services because of issues of safety or relating to culture, tradition, religion, or other social impediments, perceived or real?*
- *If there are clearly identifiable problems with accessibility, how can these be most effectively addressed? For example, are there adequate existing structures or rooms that can be renovated or adapted? These options should be discussed with community members, local education and labor authorities, the beneficiaries, and other youth in the community. In the case of CARD in Sierra Leone, the project was located near a Catholic high school, and the parish donated an old dormitory to renovate and use as a training workshop and day-care center for the young mothers participating in the program.*
- *Would authorities be willing to offer support, for example by providing trained teachers, building new classrooms, or supplying technical equipment for training purposes?*
- *What role could private sector actors play in training provision, perhaps through apprenticeships? Private sector employers, particularly those based in the community close to where the beneficiaries live, should be consulted and where possible engaged in the development of community-based skills training programs.*

Ease of access is an aspect of accessibility: project beneficiaries must be able to reach the training center and/or workshop easily and safely. Moreover, appropriate sanitary facilities must be in place on the training premises or in private workshops, especially for girls. If not, girls may drop out of the program, especially those who have reached puberty.

Besides access, there are various other impediments to vocational education and skills training including cultural or traditional barriers to the participation of girls or of certain social groups, such as indigenous or tribal children. The costs of training, whether direct or indirect, can also be an obstacle. Trainees may be charged for the course, for tools, for use of equipment, and for examinations. In addition, there can be indirect costs, such as the purchase of appropriate clothing, health and safety equipment, books and materials, and transport to and from the institution. Such barriers obviously affect poor families in particular, putting vocational education and skills training beyond their reach. In such circumstances, families may find artisans and traders willing to take children on as apprentices. These informal apprenticeships are often exploitive and may be categorized as worst forms of child labor. In the worst cases, the apprentices are abused, take years to learn any useful skills, are paid very little or not at all, and do not benefit from basic education programs.

Stakeholders should be involved in identifying ways to overcome these barriers. Solutions may include persuading authorities to waive fees or to allow fees and others costs to be paid in installments. Better still is to help communities and families put in place resource mobilization or saving schemes that will help them to meet the costs of vocational education and training after the project ends. This is a particularly challenging aspect as skills training can require significant investment and is a relatively costly intervention.

The quality of vocational education and skills training

At present, formal TVET systems in a number of countries are largely inadequate, some of the skills offered are obsolete, and access is limited. They are in urgent need of investment to update the curricula and range of skills being taught and to upgrade the institutional infrastructure, including equipment. The world of work has changed significantly over the past 20 years and continues to evolve rapidly. The informal sector, in particular, is the largest area of employment growth in many countries around the world. Ministries of labor and education need to work together to identify the types of skills required in this new work environment and to adapt training programs accordingly. More training establishments are needed, particularly in rural and remote areas, with adequate staffing. TVET institutions should also collaborate with employers, including in the informal sector, to establish effective apprenticeship systems and increase the number of accredited training providers. This takes time and investment, underscoring the need in the meantime to establish short- to medium-term strategies to provide non-formal vocational education and skills training to (former) child laborers and at-risk children.



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The following are some issues regarding quality to be taken into account in program design:

- *The range of skills training courses offer should be relevant to the local labor market to ensure that trainees have access to employment or self-employment upon graduation.*
- *Trainers should be sensitized to the causes and consequences of child labor and to the realities, needs, expectations, and capacities of the trainees. They should also be trained in pedagogical skills, particularly if they are not qualified instructors, and made aware of the learning challenges of (former) child laborers and at-risk children.*
- *Training programs should include basic education and cover subjects directly related to the well-being and holistic development of the trainee, including literacy and numeracy, business development and management, and life skills.*

The training offered should be conducive to the demands of the local communities

- *Extracurricular activities, including recreational, sporting, cultural, traditional, and social activities, should be integrated into skills training programs.*
- *Trainees should be introduced to a range of skills areas to assess which are best suited to their capacities, interests, needs, and expectations. Girls should be encouraged to participate in traditionally male-dominated trades if they so wish (and vice-versa).*
- *Training delivery should be flexible and implemented through a variety of approaches that accommodate the situation of each trainee, including center-based, community-based, or apprenticeships. Programs can be a mix of all approaches, if appropriate.*
- *Awareness-raising activities should precede training programs and target children, their families, community members and, in particular, employers who use child labor. The objective is to reinforce the contribution of education and skills training to business and community development. In some cases, employers are simply unaware of legislation governing the minimum age of employment, occupational health and safety, and working conditions. Awareness-raising efforts should include these technical areas.*
- *Trainees should be provided with appropriate toolkits to use during and after training.*
- *Efforts should be made to establish associations or other groups for trainees, including post-graduation, with links to relevant trade union, professional, or social organizations. Trainees need to understand the role of interest groups in defending fundamental rights and working conditions. Groups such as trade unions have mechanisms of support to assist their members, and these interest groups can inform young trainees about various forms of support available to them, such as micro-credit, business start-up grants, etc.*
- *Private sector stakeholders, including from the informal sector, should be involved in the development and implementation of skills training programs to ensure quality and relevance and to act as mentors and potential employers. Where possible, apprenticeship programs should be established with private sector partners.*
- *Close collaboration should be established with relevant central and local authorities, particularly those concerned with education, labor, employment, and social services, to obtain formal accreditation of the training programs so that trainees obtain nationally recognized skills certificates. Similarly, these authorities should be approached to provide long-term support to training programs. Support could include capacity-building of trainers and links to formal vocational education institutions. In addition, this collaboration should seek to strengthen labor inspectorates and occupational health and safety frameworks.*
- *Close collaboration should be established with micro-finance and credit institutions to facilitate support for trainees interested in self-employment options following graduation.*
- *Training programs should reach out beyond the target group, where possible, to include at-risk groups, parents, and other adults within the community who would benefit from skills training to enhance employment and income opportunities.*



Through vocational training, trainees learn to become self-reliant

It is important to include a follow-up and monitoring element in a skills training program to ensure that trainees are provided with appropriate support in new jobs or start-up enterprises and that they do not end up in situations of child labor following the program. This involves close collaboration with employers, parents, social services, and labor inspectorates and departments.

Pre-vocational training

As part of a strategy focusing on the transition from education to decent work, it is worth considering integrating a

“pre-vocational training” component into the project’s activities. This constitutes an introductory period prior to full vocational education and skills training, during which beneficiaries and other at-risk children participate in short workshops on a range of skills for different trades. These introductory workshops enable the children to “try out” the trades that have been identified through a labor market analysis and, with the guidance and support of vocational counselors and employers, to choose the skills set best suited to their needs, abilities, academic capacities, and aspirations. For example, CARD in Sierra Leone provided beneficiaries with basic theory classes on each of the four trades offered at the training center and counseling to help them choose one.

Pre-vocational training can also be integrated into primary and secondary education programs as a means to help younger children decide what they would like to do in their work careers later in life. Children thus get a feel for what they enjoy and what interests them. This will help them choose an appropriate training program when the time comes, and can also help training centers, institutions, and employers plan ahead for courses and apprenticeships.



Training instructors must be able to internalize and respect basic principles of child rights

3.1 *Creating an enabling environment for vocational education and skills training*

A significant element of creating an enabling environment for vocational education and skills training is the involvement and support of as many stakeholders as possible and the establishment of effective partnerships. For example, CLASSE in Côte d’Ivoire and Mali worked with a wide range of NGOs experienced in different fields, including skills instructors, government departments, the donor community, and ILO-IPEC, and in the case of Côte d’Ivoire, private industry. This process took considerable time at the outset of the project but ultimately became the hallmark of CLASSE.

Having selected the target communities and defined the purpose of any vocational education and skills training interventions, organizations will need to address the following points:

Community support:

As with all projects of this nature, it is vital to inform and involve potential stakeholders in the community in its development and implementation. This will require awareness-raising while assessing existing vocational education and skills training activities and the needs and demands of the beneficiaries, their families, the labor market, and the community in general. Working closely with community stakeholders, including children, provides insight into the local context and enhances the design of training interventions. The program should not be unilaterally imposed but should take root through the ownership and support of the stakeholders and the beneficiaries.

Infrastructure

Preparatory surveys of target communities should map existing training institutions and/or programs already available or any that are planned in the short term. This is important for several reasons. First, it gives an idea of what training is already available to children in the community and whether the problem is mainly one of access. If access is the problem, then awareness-raising, advocacy, and capacity-building may be necessary. Second, if other training providers exist, it means that organizations can work with these to ensure that

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AJA: Linking non-formal and formal skills training in the accreditation process

The apprentices participating in the AJA skills training program in Mali attained a level of skill that enabled them to take the national professional entrance exams (ANPE) for “dual” training. This is a state-sponsored program that combines basic education and professional training. Following these exams, some beneficiaries were able to go on to full-time vocational education at the state-run education center. Their achievement of this level of competence had a profound effect on the attitudes of employers toward these apprentices and to apprentices more generally. Where relevant, the program also helped apprentices to obtain birth certificates to enable them to access formal institutions.

programs are both complementary and interlinked. For example, if there is already a formal vocational education institution, it would be important to know what training programs it offers, how accessible the institution is to the target group, and whether it would be possible to implement program activities through this institution. This would involve detailed discussions with the institution management and teaching staff to assess local labor market requirements and potentially to add other skills training to the range on offer, to ensure relevant capacity and equipment, and to include basic education and life skills as part of the courses to be developed. Third, knowing what institutions already exist may help in decisions regarding the need to build facilities, renovate buildings, or rent classrooms.

Local labor market analysis

Analysis of the current and potential local employment and self-employment situation will provide insight into what skills are in demand and what post-training opportunities are available to beneficiaries. If unemployment is high and opportunities are scarce, the program will need to address this through a comprehensive post-training job-placement approach. (See Section 3.2.)

Apprenticeship programs

Existing apprenticeship programs should be part of the institutional mapping exercise and an assessment carried out that analyzes their effectiveness, working conditions, health and safety, age and sex of the apprentices, provision of basic education, level of practical training, follow-up, and accreditation. Apprentices may also be working in traditional and informal trades that are less visible than in the formal sector. The assessment should include discussions with apprentices and parents to understand their expectations and the extent to which these are being met. Discussions with potential employers should be conducted sensitively and in a spirit of constructive collaboration to avoid compromising the future availability of apprenticeship programs and to ensure employers will observe safe practices and not exploit the trainees.

Age

The age of the project beneficiaries is an important factor in the selection process. Normally, vocational education and skills training are applicable to older children, beyond the age of primary education and approaching the minimum legal age of employment. Children below this age group should be linked into primary education interventions. Older children or children in particularly vulnerable situations are more suited to skills training combined with basic education and may prefer this option to returning to a school environment. Clear criteria for the selection of trainees, including their age and vulnerability levels, should be set in collaboration with communities and stakeholders.

Gender

As the world of work evolves, it is no longer only girls who do “hairdressing” and “embroidery” or boys who do “mechanics” and “carpentry.” Care must be taken to introduce change sensitively in consultation with stakeholders, and their support and guidance sought.



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Local and national government support and policy frameworks

Contact should be made with education, labor, and employment departments at the local, regional, and central levels, particularly with training institutions, to explore areas of mutual support. Unlike primary, secondary, and tertiary education, vocational education and skills training are inter-sectoral, with responsibility usually shared between ministries of labor and education, though quite often under the sole responsibility of the Ministry of Labor. This can create challenges for program development, implementation, and follow-up, so it is vital to talk to those concerned in all sectors.

Appropriate training for a variety of skills empowers children and helps them become more confident in their abilities

The program should tie in seamlessly with local and national TVET policies and programs, facilitating recognition, endorsement, and accreditation. Because basic education is a critical component of these training programs, it is equally important to link into primary education structures. Collaboration with employment, trade, social services, and other departments will also help with follow-up to training and enhance trainees' employment opportunities, including self-employment and access to support services such as micro-credit and business start-up schemes.

Support of training and school authorities and teachers

If formal or non-formal education institutions exist either in the community or in neighboring communities, it is important to establish close relations with them to pursue links between skills training and basic education, including the possibility of arranging pre-vocational experiences for younger children.

Support of employers

Employers, whether in the formal or informal sectors, are important stakeholders in vocational and education training programs and should be consulted on such issues as the employment of children, working conditions, and apprenticeships. They can provide insight into the skills they may require of their employees. It is vital that trainees have access to decent employment, including self-employment, as soon as possible after completing their training. In this respect, the support of local employers is key, especially if apprenticeships form part of the program strategy. Involving employers, including in program monitoring and coordination, reinforces their social responsibilities and should further strengthen sustainability. Given the growth of employment in the informal sector, it would be important to include employers in this sector as part of a wider community development approach and to promote the concept of decent work.

Finance

Private sector stakeholders may be interested in skills development in trades directly related to their businesses and may be willing to finance the training. In-kind contributions in the form of job placements or training provision in employers' workshops are also possible and further strengthen ties with potential employers. Employers may also be willing to train trainers in the skills they specifically require or either to pay for or provide building materials for training centers, equipment, or learning materials. Local governments may agree to make land or unused/underutilized government buildings available for the establishment of training centers. All of these contributions offset project costs and enable funds to be used elsewhere.

Accessibility

The program needs to be physically and technically accessible to the beneficiary group and at-risk children who might become involved subsequently. The physical environment should make beneficiaries feel welcome, comfortable, relaxed, confident, and safe, and the program must be delivered by well-trained, motivated, and caring staff. If trainees have to travel to the training center, accommodations should be provided close by. For example, in the CARD project in Sierra Leone, children from outside the community were put up by foster



Vocational training allows participants to provide their families with a higher income and work in a non-hazardous environment

4c

APEGS: Life skills through home economics education

The APEGS project in Sierra Leone set up a Home Economics Center in a local primary school, established as part of the project's skills training strategy. The aim was to link home economics to crops that could be grown locally. This was done by cultivating several vegetable plots in the community. The children learned how to prepare the ground, plant and sow, harvest, and rotate crops. A seed bank was established to support future planting and harvests.

The Home Economics Center was fully equipped, and children were taught various aspects of household management, food preparation, conservation and cooking, health and hygiene. The aim was to teach the children self-sufficiency and prepare them for adult life. The center was so successful that other primary schools in the area asked to be included. Some of the children traveled considerable distances to participate in the training but were always punctual and never missed a class. APEGS found that the combination of skills training, basic education, and life skills increased school attendance and prevented school drop-out.

families. Training programs need to be flexible to accommodate situations that affect the availability of beneficiaries at certain times of the day or week. The issue of accessibility includes, for example, language barriers that may affect indigenous and tribal children.

Training curricula

Developing the format and content of vocational education and skills training curricula requires collaboration with central and local departments of labor and education, first to find out whether formal training curricula already exist and for which trades and skills, and then to assess their relevance and value to the training program being designed. The curricula for (former) child laborers or at-risk children need to take into account the target group and their level of personal, social, and academic development. Programs should include basic education and life skills and transmit not only skills but also prepare beneficiaries for life

3.2 *Local labor market analysis*

An essential step in designing a vocational education and training program is to work with the community and local employers to establish which trades and skills should be included in the program, as they are the ones who will provide the beneficiaries with immediate post-training employment or self-employment opportunities.

Depending on the size and complexity of the local labor market, the implementing organization may decide to subcontract the survey and analysis to a specialized research company or organization, or possibly to a local college or university department. Essentially, the survey should cover the immediate and surrounding communities, assess employment possibilities in the near future, and the skills, education, ages, gender, and other characteristics employers seek in both the formal and informal sectors. The survey should also present basic information on the project and solicit the support of employers in offering future employment for the program's beneficiaries and other at-risk children. This could be a prelude to an awareness-raising meeting with employers on the project as a whole. The survey should also aim to find out if there are future business opportunities locally or if there is a likelihood of new enterprises being set up in the near future. Other areas to cover include available apprenticeship schemes and their specifics, including the required profile of apprentices, working conditions, training content, and length of apprenticeship.

The survey should engage relevant local government offices, such as the departments of labor, trade, employment, education and, if it exists, a body governing the informal sector. In some countries, such as Kenya, a specific government department has been established with responsibility for this sector. Information should be obtained on the existence of state and private TVET institutions in the community and surrounding areas, their current status and condition, the courses on offer, graduation rates, job placement rates, post-training support, and so on. The survey is also an opportunity to raise awareness of the project among local government officials and to engage their interest and support. The local trade and enterprise department may have information on local business opportunities and on new

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information on the existence of state and private TVET institutions in the community and surrounding areas, their current status and condition, the courses on offer, graduation rates, job placement rates, post-training support, and so on. The survey is also an opportunity to raise awareness of the project among local government officials and to engage their interest and support. The local trade and enterprise department may have information on local business opportunities and on new

Teaching children certain life skills allows them to build social relationships with their peers

enterprises in the pipeline. Other information to be researched includes the involvement of local government in apprenticeship schemes, the status of the labor inspectorate, and the extent of monitoring of working conditions, minimum age employment, and other employment-related legislation. The survey should cover the availability of government support for self-employment, micro-enterprise, and micro-finance.

One area for analysis is that of support industries to major industries or public sector activities in the area. For example, large industries often require smaller companies to supply them with related products and services or to perform product finishing services. Public sector offices also often require outside services and products, such as stationery, maintenance, and cleaning. All of these support activities create business and employment opportunities, some of which may as yet be unexplored. Therefore, as well as looking at what already exists, the survey should consider what opportunities could be created. This is especially useful for those setting up self-employment or micro-enterprise activities.



Skill training must be able to address knowledge, attitudes, and practices in child-friendly ways

The survey should also seek to identify the presence and activity of trade unions and other workers' or professional organizations and to involve them in assessing the local labor market. These organizations have a different perspective to that of employers and local government and will help to provide a balanced picture of the labor market. It is also good to engage such organizations on the issue of child labor and involve them in project activities. For example, trade unions can teach trainees about working conditions and workers' rights and how to protect themselves. Involvement is in the interests of trade unions and professional associations, as trainees may wish to join up once they enter the labor market. Other potential targets for the survey include local chambers of commerce, employers' associations, and business associations.

The analysis of the survey results should inform discussions with community and other stakeholders on the project design, including the selection of trades and skills sets. The analysis would also be of interest to other stakeholders, including employers, local government, chambers of commerce, training institutions, schools, community associations, trade unions, and professional associations. It can further serve as the basis of an awareness-raising campaign targeting relevant stakeholders.

In order for skills training to keep pace with change, labor market surveys should be conducted on a regular basis, for example once every one or two years. Responsibility for the survey should be shared between stakeholders, particularly local government and employers, as they stand to benefit most. The cost will not be as high as the initial project survey since start-up investment is always highest. Once the format, content, and process have been established, costs should decrease proportionately and, if the survey is carried out regularly, could become minimal as respondents only complete the survey if changes have occurred. The biggest task would be to identify new entrants to the business environment.

3.3 *Identification of beneficiaries*

Projects will be restricted in the choice of beneficiaries by the funds available and the timeframe for implementation. The main objective is to reach those children most in need, particularly those who should be removed as soon as possible from the worst forms of child labor. CARD in Sierra Leone developed criteria and was careful to select beneficiaries evenly from the target communities with the help of local civil authorities and the Child Welfare Committee.

Age and gender are also factors in identifying beneficiaries. In the CIRCLE projects, some beneficiaries were of primary school age (between 9 and 12 years), but in other cases, particularly in projects involving either apprenticeships or a mix of center-based and job placement activities, the children were older (between 15 and 18 years) and therefore above the legal minimum age of employment in the countries concerned. In light of ILO Convention No. 182, many child labor

projects focus on younger children as they are among the more vulnerable groups. The needs and expectations of older children, say between 13 and 18 years, are somewhat different. The challenge with older children is to link them to education and training appropriate to their age and development. An older child who is above the minimum employment age may find it difficult to return to a primary school classroom and would benefit from a program that combines basic education with skills training.

If an organization is considering a multifaceted education strategy, it could link different levels and forms of education to the different age groups to ensure better structure and balance. With younger children, there is the possibility of developing “pre-vocational” education programs through which they are introduced to a range of basic skills and different trades and their aptitudes and suitability for particular areas of employment can be assessed. This would greatly assist children in deciding what they would like to do after completing their schooling and in developing training to support their career choices.

Gender balance is desirable wherever possible. Girls are generally discriminated against in education, skills training, and employment opportunities, and ensuring their inclusion helps them to overcome such discrimination. The labor market survey and subsequent program design should take into account the needs of both girls and boys and where possible, seek to challenge traditional attitudes toward employment choices for girls. Sensitivity to the specific needs of girls is also called for in setting up training centers or apprenticeship programs, for example, by installing appropriate sanitation facilities. CARD in Sierra Leone wanted to provide training opportunities to girls who had been sexually assaulted during the civil conflict and who had subsequently given birth. To ensure that the girls could participate fully, childcare was provided while the mothers were in the classroom.

The identification and selection of beneficiaries should be made through a process of consultation and dialogue with all community stakeholders. The community can help in identifying those children and families most in need of support. For example, the WDA project in Cambodia established Community Watch Groups and Active Child Teams in a two-pronged effort to identify children at risk of dropping out of school or facing particular problems and to obtain information at the community level about vulnerable families with working children.

Girls are generally discriminated against in education, skills training, and employment opportunities, and ensuring their inclusion helps them to overcome such discrimination

3.4 *Setting up monitoring and coordination systems*

Monitoring and coordination systems will need to be put in place to keep track of progress, to perform administrative duties such as reporting, to involve the community and other stakeholders, and to ensure timely interventions when needed (see Education, Section 3.4). In particular, consideration needs to be given to capacity-building activities for community members and other stakeholders who might assume monitoring responsibilities. Monitoring includes checking on apprenticeship situations to ensure trainees are not being abused or exploited.



Extracurricular activities improve skills youth need to interact with others

Program coordination and monitoring bodies

The project coordinating body should comprise representatives of the main stakeholders, including parents, children, employers, community leaders, other local training institutions, local education and labor departments and other relevant local authorities, school principals, and teachers. The main aims of these bodies are to reinforce community participation, enhance project ownership, and promote sustainability. They should be involved in all aspects of the program, including the local labor market survey, identifying the trades and skills to be taught, establishing criteria for the selection of beneficiaries and training service providers, drawing up plans for the building or renovation of training centers, obtaining training equipment and other materials, choosing curricula, identifying or setting up suitable teacher training programs, and assisting with local resource mobilization, awareness-raising, advocacy, day-to-day management, and the follow-up of trainees after course completion.



Regular and consistent monitoring is essential at the workplace, training place, and at home

Linkages with local government

Constructive alliances with local labor, employment, and education departments should be forged at the outset of the program to advise them of the project's content, aims, and objectives and to discuss relevant management and administrative issues, such as recognition and equivalency of qualifications (see Section 3.1). Local government departments could assist in establishing structural links with formal programs and with local schools in monitoring training centers, in curriculum development, and teacher training to ensure that adequate standards are reached. Including local labor and education department officials on the management committee would contribute significantly to formalizing collaboration with local government. Partnerships with the authorities will help to safeguard the program in the longer term, and they may consider taking over the centers after the program has ended.

Monitoring activities

Regular and consistent monitoring of beneficiaries to ensure regular attendance at training sessions and job placement activities or in apprenticeships is essential (see also Education, Section 3.3). If trainees miss classes regularly, home visits should be arranged to talk to the parents and the child concerned to ascertain the cause of absence and to encourage a return to training activities. Projects also monitor to be sure beneficiaries are well treated during their training or apprenticeships—for example, that they are not subject to physical or verbal abuse, being treated as cheap labor and not really learning any new skills, or working in hazardous environments or under inappropriate conditions.

For a period of time following the completion of skills training or apprenticeships, contact should be maintained with beneficiaries and their families to assess their professional competencies, level of integration, and ability to cope in the work environment. One of the most important aims of follow-up monitoring is to ensure that beneficiaries do not become subject to exploitation and abuse in their new employment. The objective of skills training, after all, is to help children either to get out of situations of child labor or to prevent them from getting into them.

One of the most important aims of follow-up monitoring is to ensure that beneficiaries do not become subject to exploitation and abuse in their new employment

Implementing organizations should coordinate all monitoring activities by the different stakeholders in order to ensure that these do not overlap or duplicate efforts. They also need to conduct their own monitoring assessments of instructors and those who train apprentices, as well as of the different program elements, including the physical structures of training centers, the quality of and access to training, relations with stakeholders, and communication. Records should be kept of training and job-related accidents, noting the time and date of the accident and the details. This is particularly important for occupational health and safety and to reinforce prevention in the future.

Community self-help groups

Part of the community mobilization process could involve helping families of trainees to set up self-help groups to offer various forms of support to their children and to each other. These groups can motivate by ensuring that beneficiaries regularly attend training courses and perform to the best of their abilities. This might take the form of assisting children or families in particular need or of providing encouragement when commitment to the program falters. These self-help groups can look at how skills training would benefit adults leading to income-generating activities or setting up family businesses. These opportunities could boost the income of disadvantaged and poor families, leading to increased earnings and thereby alleviating the need to resort to child labor.

3.5 Forms of training delivery

The most effective training method will depend on the needs of the beneficiaries. Possibilities include:

- *Subcontracting delivery to existing formal and non-formal training institutions and/or programs in the community or in neighboring communities, including through scholarships. Although not common among the best practices reviewed for this chapter, this approach is applicable in situations where some level of state TVET infrastructure exists. For example, AJA and AID in Mali tapped into existing training centers. One of these centers had been established through a previous ILO-IPEC project but had suffered following the end of that project. AJA supported its renovation and restructuring, including providing safety clothing and materials and training equipment, and included a focus on basic education so that trainees could read and write. In the AID project, a local fashion and tailoring center agreed to accept trainees for less than a third of the usual cost. Dos Generaciones in Nicaragua provided scholarships for beneficiaries to attend technical training courses in a vocational education center.*
- *Establishing a center-based approach, either by building a multipurpose center or renovating existing buildings to accommodate the training program. For example, CARD in Sierra Leone was provided with a building by the local parish, which it was able to convert into four separate training workshop areas, plus a cafeteria and kitchen. Additional temporary shelters were built alongside to provide sanitary facilities, including showers, and a day-care center. A fence was erected around the building using locally available materials, and guards were hired to enhance its security, which was important given the number of girls attending the program. DARNA in Morocco, meanwhile, erected farm buildings on land provided by the government outside Tangiers. The farm was built to include stables, barns, water, and grazing areas to support the livestock and fowl for the farm, as well as the accommodation and training areas for the children.*
- *Providing skills training through non-formal venues based in the community, including schools, private homes and land. For example, PAMI in Guatemala integrated the skills training workshops into the overall education strategy, and workshops were provided as a supplement to the children's education. Private teachers were hired to provide training in computer skills, sewing, and arts and crafts.*
- *Setting up apprenticeship schemes with local employers in the formal and non-formal sectors. For example, CCB in Sierra Leone conducted a careful screening process of hundreds of enterprises in the target areas to select those able to provide hands-on training to the beneficiaries (see box 4d).*
- *A mix of all or some of the above.*

The training delivery method should depend on the outcome of the initial needs analysis, which should focus not only on the labor market, but also on the needs and expectations of the beneficiary group, parents, other at-risk children, employers, relevant local government departments, and the community generally (see Section 3.2). Integrating a center-based approach with practical job placements with local employers is particularly effective as it enables trainees to grasp the technical aspects of the new skills and then to apply them in a work environment. The CARD project in Sierra

4d

CCB: Linking beneficiaries to relevant training service providers

The CCB project in Sierra Leone targeted child street beggars. These children were enrolled in a special education program that included basic literacy and numeracy, psychosocial support, and emergency and basic relief support, including clothing and health services. The basic education course was designed to provide a crucial preparatory framework for the skills training component that followed, which included community-based trades. CCB also covered training costs and provided training materials, including basic work tools.

CCB identified suitable community-based enterprises in various trades. Criteria for selection included adequate health and safety, length of working hours, and the content of the training program. CCB also spoke to other employers and neighbors to create a comprehensive picture of each work place. Following selection, trainees worked for a few days in each chosen workshop to decide which trade would suit them best.

Leone put in place a curriculum combining 80 percent theory with 20 percent practical application. In the later stages of the project, the ratio increased to 30 percent practical work. A center-based approach will also facilitate the delivery of other aspects of the training program, such as basic education, life skills, and work-related subjects such as accounting, marketing, and sales, which are of particular value to those interested in self-employment.

As with all education approaches, children will benefit most from skills training in situations where there is a low student-teacher ratio. The same principle applies to job placements and apprenticeships, as keeping the numbers of trainees in one workplace low will ensure that each apprentice has adequate opportunities to practice with tools and equipment, to receive meaningful attention from the instructor or employer, and to master the necessary skills.



Vocational training allows participants to provide a livelihood for themselves and their families

Pre-existing training centers and TVET institutions

One reason why CIRCLE partners did not often choose to deliver training through existing formal and non-formal training institutions is because where these institutions exist, they are often limited in number, scope, and capacity. State TVET systems have suffered from a lack of investment and obsolete or irrelevant equipment, curricula, and training methodologies. In some countries, smaller private, non-formal training institutions exist, often set up and managed by NGOs. However, in most cases, marginalized and socially excluded children, including child laborers, face many obstacles in accessing these institutions. Among the reasons for this are:

- *Courses are usually fee-paying, even for state institutions, and poor families cannot afford them.*
- *They are not widespread geographically and therefore access is a physical and a cost issue for poor families who cannot afford transportation or accommodation.*
- *The range of courses may be limited owing to the high cost of investment in equipment and teaching staff and therefore may not correspond to trades that are relevant.*
- *The equipment and curricula may be obsolete and irrelevant to the types and form of employment available in the labor market.*
- *Some institutions have minimum education requirements that exclude children who have either never been to school or have dropped out.*
- *Some institutions expect trainees to supply their own tools, protective equipment, and clothing, which again will exclude poor families who cannot afford them.*

There is a growing realization of the potential of TVET systems within an overall education system to contribute to national competitiveness and productivity and to ensure a steady flow of skilled workers into the national labor market. However, it will take time before the realization of the benefits of this investment reach the more marginalized groups in society. Where feasible, efforts should be made to bring existing institutions on board and to include them in the stakeholder discussions. It is possible that working through these institutions could support government efforts to strengthen national TVET systems, and this would represent an important contribution by the project to national development programs.

The project may be able to offset fees and related institutional costs during its lifetime, but consideration needs to be given to disadvantaged children who will need to access skills training after the project ends. Therefore, implementing

organizations and community stakeholders, including the institutions themselves, will need to consider ways to ensure that the training courses can continue to be accessible to poor families.

Should they decide to use existing institutions as training service providers, implementing organizations would need to examine their facilities, equipment, curricula, and capacities to assess what support, if any, would be required to improve and develop them. Discussions also need to focus on the costs involved, the provision of tools and equipment, and the capacity of the institution to accommodate any additional training and education requirements of the beneficiaries, such as basic education and life skills, or whether these would be provided externally or by using contracted teachers and educators.

Center-based training

Although center-based training is a highly effective delivery mechanism, careful consideration needs to be given to the issue of sustainability, as training centers can be costly investments. They may require significant initial investment in terms of construction and renovation costs, equipment, salaries of teachers and support staff, running costs, and so on. Therefore, the implementing organization and the community need to consider whether it is possible to keep the center going once the project ends. Once the decision is taken with the stakeholders to go ahead with the creation of a new training center, the community consultation process should continue in order to assess where the center should be located and whether a new building is required or an existing building can be adapted. Main considerations are the cost of building or renovation, and potential sources of additional or external funding or cost-saving schemes, to be explored with the stakeholders. For example, can land be provided by the community or can an existing building be donated or leased free of charge, as was the case in the CCB project in Sierra Leone? Employers and local government may be willing to contribute in cash or in kind to the development of such a center, if it responds to local labor market and education needs.

Training in some trades requires more investment than others in equipment, materials, and machinery

Training in some trades requires more investment than others in equipment, materials, and machinery. For example, mechanical engineering and carpentry use raw materials and a wide range of tools, machinery, and spare parts, which can be difficult or expensive to source, install, operate, and maintain. Maintenance and repair of training equipment should be budgeted for, as training centers must be able to keep equipment functional for future courses. If electricity or fuel is required, these additional costs also need to be included in the operating budget. Regardless of cost, every effort should be made to set up training courses in the trades identified in the labor market analysis and, if necessary, local resource mobilization efforts should concentrate on the provision of the necessary tools, equipment, and materials and on covering operating and maintenance costs.



An exit strategy should be factored into the design process, and the community, employers, and relevant government authorities involved in decisions on how to keep the centers operating after the project ends. If there is sufficient demand for skills training in the vicinity, it may be possible to either transform the center into a private training institution, charging students for courses, or to negotiate transfer of ownership to the local or central government.

An advantage of a center-based training approach is its capacity to address the needs of other potential

Vocational education can be linked to business trade for gainful employment

trainees, including at-risk children in the community and adults. It is likely that adults in the community would also benefit from skills training, as well as basic literacy and numeracy courses. Expanding the center's reach can strengthen the capacities of at-risk families to increase their income-earning potential and to overcome reliance on the earnings of their children. In this way, entire communities will appreciate the socio-economic benefits of education and skills training.

Training centers can also serve as multipurpose buildings able to accommodate any number of the community's needs. The biggest cost is the building and/or renovation and equipping it. It would therefore make economic and logistical sense to use it for other purposes that benefit the community, such as a community library, communal kitchen, recreation rooms, meeting rooms, health clinic, counseling rooms, remedial education programs, and other social services. A training center that serves a broader purpose enhances the program's appeal to the community and considerably strengthens the potential for its sustainability. Local authorities and employers may also be interested in supporting the facility and be willing to contribute to long-term upkeep or to support other resource mobilization efforts.

Job placements

It is widely recognized that an effective training approach combines theoretical and technical training with practical, on-the-job experience through job placements. This can be part of a center-based approach, combining teaching with an apprenticeship-style activity. As with apprenticeships (see below), a process will need to be set up to identify and select employers willing to provide work experience to trainees. These placements can be organized in different ways to accommodate the needs and expectations of the trainee, the employer, and the overall training course. For example, they may involve a day or several half-days a week spent in a job placement and the rest of the time in the training center. Or they may involve a three-month course at the center followed by a month of work experience. The eventual structure and schedule of the job placement scheme emerges as a result of discussions with employers, parents, teaching staff, and trainees.

Apprenticeship schemes

Apprenticeship schemes are based on the principle of "learning by doing" and are used throughout the world to assist young people in learning skills. In most cases, apprenticeships benefit both trainee and employer. Employers benefit from the additional labor and usually compensate trainees with a lower wage than skilled workers but with a stronger focus on transferring expertise to enable the trainee to progress in the trade, develop professionally, and achieve greater earnings potential. In some cases, the trainee may remain with the employer following completion of the training. In others, the trainee moves to another employer in the same or similar trade or sets up an enterprise. Quite often, these schemes are established with small, local businesses, which means they are integrated into the local economy, and trainees have a good chance of being employed or becoming self-employed after the training is completed. It also means that training workshops are close to where trainees live, thereby avoiding travel and related costs, and the necessary machinery, equipment, and tools for work and training are provided by the employer. Apprenticeships can be a very cost-effective strategy for training as in many cases, the employer can be persuaded to absorb most, if not all, of the cost, which is in any case very limited.

In some cases, employers may request a fee to train apprentices. This is typical of traditional apprenticeships in smaller businesses. Implementing organizations, in collaboration with the community coordinating body, should engage employers in discussions on fees and see if these can be waived for project beneficiaries. Otherwise, projects may need to budget for fees to be paid. Efforts can be made to convince employers of the importance of their contribution to helping vulnerable children. Arrangements may need to be made to provide a stipend or cover basic costs, such as food, tools, and clothing. In some cases, employers may be willing to provide a midday meal and supply clothing and tools. All of these issues should be discussed in the early phases of setting up apprenticeship schemes.

Children should be matched with appropriate apprenticeships, and this process should be an integral part of the profiling of beneficiaries and employers at the outset of project design. As in the case of CCB in Sierra Leone, apprenticeship

HCC: Integrating skills training into organizational shelter programs

HCC in Cambodia runs a special shelter for girl victims of trafficking. HCC integrated focused skills training into existing education programs at their center. The program highlighted the benefits of a basic education for skills trainees. It found that those girls who had low levels of literacy did not perform as well in skills training as those with higher levels of basic education. As beneficiaries completed their education and training courses, they were reintegrated into their communities where possible.

HCC also provided skills training in the area of business management and development to help those interested in setting up their own enterprises. In addition, the girls received life skills education and training in cooking, basic farming, and other relevant skills to help them to start their new lives in their communities. HCC put in place a comprehensive and effective post-training support service to assist the beneficiaries in finding employment and facilitating their reintegration into society.

providers should be selected on the basis of criteria that include credibility, professional reputation, location, health and safety features, appropriate working conditions, availability of appropriate working tools and equipment, training capacities, commitment to project aims and objectives, and cost of apprenticeship. Written agreements with the employer and possibly between the apprentice and the employer can be established. For example, Wathnakteap in Cambodia concluded contracts directly with skills instructors selected to provide training services. Vocational guidance should be provided to match candidates to apprenticeships since it is important to get the choice right from the outset as it may be difficult to change once training has started. Children and parents will need support in making choices. This process should also help in overcoming gender stereotyping in the selection of skills, particularly for girls.

Employers should be expected to train apprentices in specific vocational skills only. Subjects such as business skills, basic education, life skills, and health education need to be covered by other service providers (for example, schools, counselors, and educators). However, apprentices can also learn a great deal about how a business is set up, run, and managed by observing employers and being involved in these activities. Planning must include discussions including employers on this additional education and training (the format, content, and delivery), and agreement reached on when these would take place in order to cause limited disruption to the child's skills training and to the work of the employer. For example, it may be possible to organize the additional education program in a particular venue for all apprentices on one or two days a week. Care must be taken to avoid overburdening the apprentices. A healthy work and life balance must be established so that apprentices can enjoy normal aspects of childhood, such as recreation and time with friends and family.

Similar consideration should be given to the provision of social support services to apprentices, as it is unreasonable to expect employers to provide these. These services should be provided initially through the project, but the issue of how these will be sustained in the longer term should be part of the discussions with the community. These support services might include meals, subsidies, counseling, transport, health, recreation, and sport.

One of the positive outcomes of a successful apprenticeship scheme is that employers are introduced to the concept and may come to embrace it. Employers who have had favorable experiences can be highly effective advocates and can assist in mobilizing other potential employers willing to take on apprentices in the future. This is very important to sustainability.

Training content and schedules

The content of the skills training program will depend on the type of industry or business involved, but it needs to be as detailed as possible. Employers have noted how important it is for trainees to be aware of all the different elements of the trade, including names of tools and machinery, spare parts, descriptions of skills and processes, timing, and so on. In this respect, trainees must be able to read, write, and do basic calculations, particularly if there are handbooks and manuals to be read and digested and, for example, machines to be repaired. Training can be verbal and observational, with the trainee replicating what she or he has been told or has observed. The overall approach is learning by doing and refining skills through practice and repetition.

The length of training courses and apprenticeships will depend on the training course and the skills being taught. In addition, it will depend on the format of the training delivery, for example, whether it is center-based or a mix of theory and practice through job placements. Some trades require considerable time for trainees to become competent and experienced enough to be considered skilled workers, particularly if they are setting up their own businesses. Unfortunately, the length of some training courses may be dictated by the length of the project. In more complex trades, such as mechanics, construction, or computer programming, it may take years rather than months to achieve an adequate level. Guidance can be sought from employers, training institutions, and relevant local government departments on the amount of time to allocate to different training courses.



Through monitoring, a close eye should be kept on individual trainees and on their capacities to complete the training within

Employers could support older youth as apprentices for their skill enhancement

Employers could support older youth as apprentices for their skill enhancement

the given timeframe. If at the end of the course or apprenticeship trainees have not mastered the necessary skills, arrangements should be made with the training providers to continue with additional and remedial training until the trainees have reached a satisfactory level. As with education, children have different capacities and abilities, and these need to be taken into account in tailoring individual training programs.

Health and safety concerns

Training centers, skills instructors, and employers of apprentices will need to keep detailed records of job-related accidents involving trainees. These records can contribute to a regular review of health and safety practices and ensure that these are of the highest standard possible. This process can contribute to safer working practices and help trainees to understand the importance of health and safety equipment and clothing.

In addition, implementing organizations, in close collaboration with community stakeholders, local health departments, and clinics, should ensure that accident and health plans are in place before training begins. Actions to take in the event of an accident or emergency should be built into pre-service capacity-building of trainers and support staff and be integrated into the occupational health and safety component of the skills training courses. This may require arranging for health and accident insurance to cover any related costs to beneficiaries and their families. Stakeholders should be made aware of the importance of maintaining health and social insurance and consider how to address it following the end of the project.

Earning while learning

While children are learning new skills either in centers or while on job placements or apprenticeships, they will inevitably be doing productive work that might either result in the manufacture of products or in the delivery of some service or repair, for example, car mechanics. For this, they should be entitled to some remuneration, however nominal. This can boost children's confidence and self-esteem and reinforces participation in their own training. For example, the trainees involved in the Wathnakpheap project in Cambodia were able to exhibit and sell their crafts at a trade fair. The practice of "earning while learning" is to be encouraged in training programs and apprenticeships. It also helps in resource mobilization, including in financing the costs of running a center.

Training centers and employers should consider how to use this part of the learning process to greatest effect. For example, should trainees be rewarded with payments from sales and services? They can also learn from how money earned from sales is used to further develop the business. In other words, the process of "earning while learning" includes training in business and entrepreneurial skills, which is particularly useful for those trainees interested in self-employment.

Skills related to self-employment and micro-enterprises

Business and entrepreneurial skills are an important subject area in vocational training, particularly for trainees interested in setting up their own small business. Some of the topics they will need to cover are:

- *the nature and functioning of the business market;*
- *costs of raw materials, production, and finishing;*
- *calculating sales and costs of sales;*
- *the concept and nature of profit and its contribution to business development;*
- *the concept and importance of cash flow;*
- *depreciation and the need to maintain and invest in equipment and machinery;*

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DARNA: Relating skills training to income generation

With the support of the government, DARNA in Morocco established a special training farm to accommodate children removed from the streets of Tangiers. Most of these children came from rural backgrounds and had migrated to Tangiers in the hope of finding work and a better life. Because of the beneficiaries' backgrounds, DARNA tailored its center-based education program to tap into their knowledge and understanding by providing training in agricultural and farming skills. In addition, classes were given in basic education and life skills.

DARNA ensured that the beneficiaries were trained in all aspects of agriculture and farming, from understanding the process from a theoretical perspective to planting, crop management, harvesting, and processing the produce to feed farm animals, to sell or to eat. Similarly, they were taught all aspects of animal farming, as well as how to enhance milk production in goats, making cheese, and processing it for sale. The children built the animal enclosures in and around the farm. The farm also supplies the shop and restaurant run by DARNA members in Tangiers and supplies cheese to the local youth center, from which it receives bread from the youth center's bakery in return.

DARNA links literacy and other basic education activities to farming activities so that children learn more effectively. Beneficiaries are treated with respect and are encouraged to consider the farm as their own so that they have a vested interest in its activities, maintenance, and success. In return, they have accommodation, food, work, education, and training. The farm has become self-financing and self-sufficient, with money made from sales of farm produce reinvested in maintenance, running costs, education activities, and recreation.

- *accounting, balance sheets, and tax returns;*
- *bank accounts and credit;*
- *microfinance and loans;*
- *business networking, marketing, and sales;*
- *price negotiations in sales and purchases;*
- *client and supplier prospecting.*

Trainees need to be aware of what micro-credit and other loan facilities are available. They need to understand the cost and implications of self-employment and the necessity of keeping up with loan repayments. They will require considerable guidance and support, to the extent possible, from the community, the coordinating and monitoring body, other employers, local government departments, and the implementing organization in the early stages of their business development. Establishing a business takes time, effort, and investment, and monitoring and support should be there to assist the young trainees in this process.



Vocational training allows participants to identify and learn marketable skills

Career guidance, vocational counseling and post-training job placements

A vocational education and skills training program should be accompanied by adequate counseling. The objective is to assist beneficiaries prior to, during, and after their training courses. The children will not have a positive view of the world of work as many of them will have been subjected to various forms of exploitation and abuse, possibly of the worst forms, such as commercial sexual exploitation, use in the military, as was the case in Sierra Leone, and domestic servitude. For them, the world of work is a dangerous and frightening place, and all those involved in their rehabilitation have a role in helping them overcome their traumatic pasts and experience some of the more positive aspects to the world of work, performing tasks and learning skills that are productive, interesting, and meaningful.

The program should therefore include career guidance and vocational counseling as support services for the beneficiaries, for other at-risk children, and for any adults who may be benefiting from the training activities. Part of the function of this service should be to assist trainees in finding employment after the course finishes and to help those interested in becoming self-employed to set up enterprises and access markets and appropriate services, such as micro-credit. It is quite possible that local government departments, employers, and education services can assist in establishing an effective counseling and job placement service. In addition, if there are existing training institutions in the community, they may already have such support services in place, which could be extended to project beneficiaries.

If possible, professional counselors and job placement specialists should be engaged. Failing this, or if finances are limited, a service could be established by the coordinating body, including employers, teaching staff, and local labor and education departments. To begin with it would advise on trades and skills sets suited to trainees' needs, aspirations, abilities, and academic capacities. Then, during the training, the service should provide ongoing support, for example, if a trainee is unhappy with the trade or skills training and wishes to change, and offering additional or remedial support, where necessary. Lastly, it would link children with available jobs or self-employment opportunities and follow up these placements for a period of time to ensure that beneficiaries settle in well, are not being abused or exploited, and their needs and expectations are being met. It could also ensure that the beneficiaries continue to receive other appropriate support services, including social support. Career guidance, vocational counseling, and job placement services can considerably boost the transition process from training to employment for beneficiaries and other at-risk children and ensure that it is as positive, constructive, and effective as possible.

3.6 *Capacity-building of instructors and employers*

Capacity-building needs will depend on the format of training chosen. If establishing a new training center, as was the case in the majority of projects reviewed for this chapter, organizations will need to use the local labor market analysis to assess requirements for teaching staff. It is vital to involve representatives of local employers in discussions so that they can assist in outlining the roles and responsibilities of the teaching staff and the curriculum content (see Section 3.3). Initially, existing institutions or relevant government departments, both central and local, should be consulted to assess what training curricula are already in place for the trades identified and the content of existing teacher training programs for these trades. If possible, discussions should be held with these stakeholders to find out if they would be able and

willing to support the capacity-building of the new teaching staff. This could be an in-kind contribution and lead to further savings on project funds. It is also possible that these stakeholders, including employers, will be able to identify potential teaching staff or second a member of their own staff for this purpose.

Criteria should be established for the hiring of teaching staff, including detailed technical knowledge of the skills to be taught, but also a high level of motivation, sensitivity, and commitment. A selection committee could be established, including employers where possible, as they would have a better understanding of the technical aspects of skills training. During the selection process, from job advertising to interviews, candidates should be informed of the nature of the project and the profile of the beneficiary group. Successful candidates would be expected to be more than teachers to the children. They need to act as mentors and counselors and be sensitive to the children's particular needs and situations.

An appropriate gender balance should apply in hiring teachers, particularly in communities where female teachers are required to teach girls and where these teachers can become powerful role models to the students. Where possible, efforts should also be made to hire local teachers so that the capacities transferred remain in the community after the project ends. This is particularly important for projects involving indigenous and tribal populations. For more information on the content of the teacher training program, see the chapter on Education and specifically Section 2.6 on the training of teachers and facilitators.



Vocational education can help in income generation through use of local resources

There are some additional elements and priorities to consider in vocational education and skills training:

Pedagogical role:

One of the challenges in hiring skills training instructors is that they may not have the necessary level of pedagogical training. It is possible that they will be either employers or individuals skilled in a particular trade but do not come from a teaching background. Competence in the skills required is only a part of the teaching task. The other part is knowing how to pass on this knowledge and understanding in an effective and accessible manner. Teaching is a vocation, and much of the work involves communicating effectively. Therefore, capacity-building programs equip instructors with pedagogical skills and should include both pre- and in-service training to ensure that support is provided on a continuous basis during the program.

Occupational health and safety:

This component of safe work is too often overlooked. It is essential that children, who are more vulnerable than adults, are well informed of the risks and hazards associated with the trade they are learning. They need to know how to take precautionary action and what protective clothing, equipment, and materials are needed and available. Teachers should be familiar with the legal framework of occupational health and safety, and any information on legal requirements, including manuals and other materials, should be obtained and the labor inspectorate involved if possible. Such contacts can be facilitated through local labor and employment departments. This particular training component also provides an effective entry point for organizations to introduce additional health issues, such as personal hygiene, nutrition, sex education, HIV/AIDS, and child welfare and care.

Working conditions and rights:

The program should cover the nature, causes, and consequences of child labor. Participants should be informed of the relevant legislation, what is and is not acceptable, and how to defend their rights. In this way, the trainees learn what is acceptable in the workplace and how to inform and protect their peers. Trade unions or other professional bodies can assist in transmitting this knowledge. Trainees will thus be familiarized with the vital role these bodies play in the world of work and in protecting the rights of workers.

Business-related skills:

From the project's outset, staff hired for the program should be made aware of the nature of the project and its time-frame and plans put in place for the training program's sustainability. The project will inevitably create vital capacity within the community. Part of this capacity is the teaching staff, so consideration needs to be given to sustaining the training center and keeping the experienced teaching staff in place.

The center will need other staff besides teaching staff, including for security, administration, and maintenance. Training centers often have expensive equipment, materials, and appliances in order to run the courses and for day-to-day administration, such as fully equipped kitchens, canteens, and computer rooms. For this reason, CARD in Sierra Leone hired guards to keep the training compound secure and to ensure the safety of the trainees and teaching staff.

Basic education and life skills:

Basic education and life skills are essential to prepare children for adulthood and the world of work. Beneficiaries may never have been to school or they may have dropped out of school early on. Lacking basic education, these children would be destined to remain in low-skilled work and caught in a downward cycle of poverty. Therefore, beneficiaries should also receive basic education and life skills alongside their regular vocational training. Providing these additional classes does not necessarily require hiring more teachers. Meetings should be arranged with local schools and non-formal education programs to explore whether they can run special classes either in the training center or in the school or education institution. Classes should not be a humiliating experience for the learners, and this might require arranging separate classes for the trainees according to academic ability. By involving local schools and teachers in the provision of basic education, it may be possible to negotiate it at reduced or no cost. If school principals and teachers are already on the project's coordinating committee, it will make such a possibility easier to broach. Otherwise, volunteers from the community, such as parents or community leaders, can be solicited or local teachers contracted at reduced cost to provide instruction outside school hours.

The area of life skills is closely linked to occupational health and safety and working conditions and rights, and these subject areas could be used as entry points for this field of instruction. Life skills include a wide range of subjects, including health and civic education, personal hygiene, social roles and responsibilities, assertiveness, rights awareness, and social support. In some CIRCLE projects, trainees were also taught basic cooking skills to enhance their independence and capacity to look after themselves after leaving home. It is unlikely (but not impossible) that skills training instructors would be able to deliver these classes, so it is best to identify teachers, educators, counselors, and health workers who could assist. It would be more interesting to involve as many individuals from the community as possible, as it reinforces local ownership and can enhance sustainability.

It is essential that children, who are more vulnerable than adults, are well informed of the risks and hazards associated with the trade they are learning

Working with existing formal and non-formal institutions and programs

Once existing training programs in the targeted communities are identified and close links with them established, a decision will need to be made whether to subcontract the training program to them and use their existing teaching staff or to establish a new program with its own teaching staff.



There are various issues to be considered in this scenario:

- *Do the existing training institutions or programs have the capacities or the interest to implement the desired training program?*
- *Would the institutions be able to provide the skills programs identified by the local labor market analysis and could they include additional skills programs if necessary?*

Training environments must comply with protected standards for children in terms of safety, security, health and sanitation, and working hours

- *Would the institutions be accessible to the beneficiaries, not only in terms of physical location but also in terms of the training and pedagogical environment?*
- *Would the institutional management and teaching staff be able to accommodate the specific needs and expectations of the beneficiaries or be prepared to learn and adapt their teaching and training approaches and methodologies?*
- *Could the institution's curriculum be adapted and modified to accommodate the special needs, expectations, and learning requirements of the beneficiaries?*
- *Would the institution have the appropriate training equipment for the skills sets required and adequate job placement, monitoring, and follow-up mechanisms to provide post-training support to graduates?*
- *If the institution or program is non-formal, in other words outside the state TVET system, does it have the competencies to implement and follow up the training program and is its fully accredited by the state and recognized by employers?*



Children who have received training for a certain skill can be effective teachers to their peers

Once these issues have been considered, it will be possible to make informed decisions as to whether to subcontract the training or to proceed with the development of a new training program. It is vital, however, to impress upon the management and teaching staff of existing institutions the specific challenges associated with meeting the needs and expectations of the beneficiary group. If implementation of the training program is subcontracted to an existing institution, a coordinating and monitoring body should be created comprising members of the training institution along with other stakeholders, such as the implementing organization, parents, employers, and community leaders.

Discussions with the training institution should address the level and nature of capacity-building of teaching staff. If additional skills are required, the institution and the implementing organization will need to assess whether to hire new trainers or whether existing staff can take on the new responsibilities following further training. This will also necessitate a review of available training equipment and links with local employers.

The key issue in working with an existing institution is ensuring that its pedagogical methods are sensitive and can be tailored to the needs and expectations of the beneficiaries, whose learning capacities and challenges may be different from those of other trainees. Workshops will need to be organized for teaching staff to acquaint them with the causes and consequences of child labor, the situation and background of the beneficiaries, their possible learning difficulties, and the content of the child labor project. They may require additional training in learner-centered and child-friendly teaching techniques, as well as in basic counseling and referral for beneficiaries who require additional support. This may entail forging closer links with social and health services. Teaching staff will also need additional training in monitoring and follow-up.

Apprenticeship schemes

Unfortunately, apprenticeship schemes in some countries, particularly in the informal sector or traditional artisan trades, can become abusive and exploitive. Apprentices may be obliged to work long and hard hours, may not benefit from proper skills training, may be reduced to running errands and doing odd jobs, may not be paid sufficiently or at all, and may spend many years before completing training. Unaware of the conditions in which their children work or believing this to be normal practice, parents may be misled into thinking that their children are obtaining a trade to support them in the future. It is therefore a good idea to raise the awareness of employers and parents as to what constitutes exploitation and child labor and to point out that legislation exists governing employment, particularly in the areas of minimum age and health and safety. This will pave the way for meaningful and structured apprenticeships that address the needs and expectations of children and their families, while contributing to enterprise, labor market, and community development.

The selected training providers may also need a comprehensive capacity-building program similar in content and structure to those described in the preceding sections on center-based training and existing institutions. Stakeholders, including employers, should be involved in the identification and selection of apprenticeship providers. Employers would be identified by the local labor market analysis and according to the skills requirements. To qualify, apprenticeship providers should fulfill basic criteria (as mentioned above under Forms of Training Delivery), such as the suitability of their workplace environment, working conditions, safety and security, availability of safe equipment and protective materials and clothing, commitment to the project aims, willingness to offer continuing support to trainees after their apprenticeships, and desire to contribute to community development.

Apprenticeship providers would require capacity-building in pedagogical, mentoring, and counseling skills, as they may not be familiar with or experienced in these areas. They would need to be informed of the aims and objectives of the project and the detailed profiles of the beneficiary group. They should be informed and trained in health and safety guidelines for their trade and be aware of appropriate working conditions for the age of the apprentice. They should also be trained in monitoring and follow-up systems so that regular communication is established with the implementing organization, the project coordinating group, and the parents. In this way, good employment practices are fully assimilated by local enterprises, and service providers should be encouraged to promote these practices among their fellow employers to ensure a wider dissemination of knowledge and hopefully the initiation of a process of change in attitudes and behavior toward young workers.

3.7 *Addressing additional needs and expectations of beneficiaries*

Start-up kits for trainees

Lack of appropriate tools can undermine a vocational education and skills training program, particularly for trades in the informal sector or in areas of acute poverty. In some countries, in some training institutions, and in some trades, trainees or new employees are expected to provide their own tools and an inability to do so may affect acceptance into a course or the offer of a job. For (former) child laborers, at-risk children, and other children from poor backgrounds, it can be yet another obstacle to accessing training or decent work.

Once the process of career guidance has been completed and the beneficiaries know which trade they are going to follow, tools and other materials should be provided to give them the head-start they need in their training, whether in a center or an apprenticeship. The employers themselves, local hardware stores or other retailers, relevant government departments, or other community stakeholders could subsidize the purchase of start-up kits or even provide them free of charge. If beneficiaries later choose self-employment, these start-up kits could be a significant help in launching their new ventures.

Start-up kits should be adapted to each of the trades identified by the local labor market analysis, for example sewing kits and machines for tailoring and other garment-related trades. The exact materials required could be recommended by the employers in the relevant trades. AJA in Mali and CARD in Sierra Leone provided apprentices with protective materials, equipment, and clothing to follow up their health and safety training. CARD also provided start-up kits and training graduation certificates at the end of the program (see box 4g).



Additional support services

In profiling the project's beneficiaries, implementing organizations should aim to identify their principle needs and life challenges, including those outside of their academic and professional lives. This will help to pinpoint potential obstacles to accessing training opportunities and the additional support services they may require. For example, children who have suffered severe physical, mental, or emotional trauma may require psychosocial

Instructors should ensure that children are not exploited during training or in apprenticeships

counseling as part of their overall rehabilitation and social reintegration. The CARD project in Sierra Leone was designed to support children who had suffered various forms of exploitation and abuse during the civil conflict, including former child soldiers and girls who had been sexually violated, some of whom had subsequently given birth. Having children at such a young age was hindering girls' access to various education and training opportunities, which would ultimately adversely affect the lives of their children. A day-care center was therefore established alongside the training center, and workshops for the young mothers organized in childcare, health and welfare, birth control, sexually transmitted diseases, and HIV/AIDS. Other workshops focused on civic education and social counseling to help not only the trainees but other community members to realize their essential roles and contribution to social development in post-conflict Sierra Leone, particularly regarding the social reintegration of young people involved in the conflict and traumatized by their experiences.

4. Sustainability

If training opportunities fall by the wayside once the project is over, the impact could be devastating for communities, and children could end up working in worse situations than before. Therefore, organizations need to act responsibly in planning training interventions. One of the main advantages of vocational education and skills training programs is that they respond directly to negative attitudes toward education. Convincing children and parents of the benefits of these programs is less difficult since the curricula are directly relevant to the lives of (former) child laborers or at-risk children and provide marketable skills that can help in accessing decent work and better working conditions.

The true measure of success of a training program lies in the post-training outcomes and the ability of the trainee to find and retain employment or set up an enterprise. Decent employment, whether waged or self-employment, is the main aim of the training program, and it is against this aim that success will be measured. This underscores the importance of post-training monitoring, follow-up, and support. From the outset of the program, effective coordination with selected appropriate business establishments, both formal and non-formal, must be established to ensure decent employment prospects for graduates of the training program. However, the option should also be kept open for trainees to move into other education programs should this possibility exist and should they so wish.

Part of the process of maintaining vocational education structures and training activities beyond the life of the project involves setting the program in the broader context of state TVET development. If governments are investing in improving training infrastructure, including building new institutions and renovating old ones, redesigning curricula, integrating new trades and skills sets, reinforcing links with the education system, and establishing outreach programs for disadvantaged youth, it would be important to build alliances and partnerships accordingly. For example, the local authorities may consider taking over the running of the training establishment.

The following points should be kept in mind with regard to sustainability:

Ownership:

Consulting and working with all stakeholders in the community and beyond, both individually and collectively, will build interest and support for the program and foster a sense of ownership. In addition, efforts should be made to identify skills training mentors from the community. For example, parents of beneficiaries skilled in the selected trades could play a more participatory role in providing guidance and support to trainees.

Partnership with local and national government:

Partnerships with state training institutions may facilitate the transition of beneficiaries from non-formal to state vocational education and training institutions. Local government authorities can play a role in the program's coordinating and monitoring body, which could lead to future support financially and administratively and the handover of the training center and its transformation into a state institution after the project is over.

4g

CARD: High quality start-up kits for trainees

The CARD project in Sierra Leone provided education and training to children who had suffered significantly during the protracted civil conflict, including former child soldiers and girls who had been sexually abused. Many of the girls had subsequently given birth and required support in learning how to care properly for their babies. Following the education and training activities, CARD provided graduates with high quality start-up kits, which varied in content depending on the trade selected. Community and traditional leaders were very impressed with the content and range of tools in the kits and called on the graduates to put them to effective use, particularly in establishing micro-enterprises and in providing additional training support to those vulnerable children not fortunate enough to have been included in the project's activities.

Support was provided to the beneficiaries by the project's Child Welfare Committee, which continued to monitor the children after the project ended. In at least one case, apprentices teamed up to create their own enterprise in the local community.

Partnership with private vocational education and training institutions:

Where they exist, private formal and non-formal training institutions potentially have a dual function. First, the training program can be subcontracted to them, and second, they can provide support in capacity-building, curriculum development and reform, provision of training venues, and the development of links with employers and local government. It is important, therefore, to establish and foster constructive relations with these institutions by soliciting their guidance, support, and monitoring. If these institutions see the value of the program in helping disadvantaged children through focused training programs, they will potentially act as strong supporters to maintain the program after the project ends.

Broad-based partnership:

By bringing together as many partners and stakeholders as possible to support project outcomes, organizations can reinforce long-term sustainability.

Standardization and accreditation of training qualifications:

Local government departments and formal institutions should be approached about the accreditation of qualifications obtained in project training centers or apprenticeships. If qualifications are not standardized, this may affect the sustainability of the program.

Local government authorities
can play a role in the program's
coordinating and monitoring body

Finance:

A major obstacle to any form of education for marginalized and disadvantaged groups is that of cost, direct and indirect. Consider what can be done in terms of awareness-raising, advocacy, capacity-building, and resource mobilization to support the continuation of program activities. If vocational education and skills training costs become a burden on a family, this could affect the trainee's continuation in the program.

Structural and professional development:

A number of CIRCLE vocational education and skills training programs involved building or renovating training centers. Ideally, the community would take on the construction work itself, further reinforcing ownership. Teachers and facilitators receive professional training in a wide range of pedagogical, counseling, and management skills leading to increased capacity within the community. Once these structures, systems, and capacities are in place, it is less challenging to identify ways to sustain them in the long term, as the high initial costs have been covered by the project. In particular, if community members have benefited from capacity-building, it is likely that they will remain in the community and their services will continue to benefit children.

Expansion of training services:

In order to sustain structures and the professional capacities of trained skills instructors, efforts could be made to expand the coverage of the training services to other groups in the community, including through adult education and skills training. The possibility of commercializing the program by turning the training center into a private institution or of seeking public or private funding for community development could be explored with the community and stakeholders.

It may be possible for trainee graduates to upgrade their skills to become qualified skills instructors or vocational guidance counselors themselves, thereby using their newly acquired skills to benefit future generations and to contribute to the reduction and prevention of child labor.

Investing in trainees as mentors and skills instructors:

It may be possible for trainee graduates to upgrade their skills to become qualified skills instructors or vocational guidance counselors themselves, thereby using their newly acquired skills to benefit future generations and to contribute to the reduction and prevention of child labor.

5. Challenges

Vocational education and skills training interventions are not without challenges and limitations, not least the cost in setting them up and sustaining them.

Providing children with a chance to apply their lessons helps reinforce their skills



Such interventions can be costly in the initial stages, but making the investment is critical to their success.

State TVET systems have suffered in many countries from a lack of investment and attention within overall national education development plans. Part of this problem may be because TVET usually falls under the responsibility of the Ministry of Labor, while it also has a clear education component. Closer, more effective intersectoral collaboration between ministries of labor and education is called for to reinforce this sector, which is a vital aspect of improving the quality of education systems and their ability to focus on the needs, expectations, and aspirations of learners, especially (former) child laborers and at-risk children. Vocational education, pre-vocational training, and skills training have been identified by UNESCO, the Global Task Force on Child Labor and Education, and other international agencies as having the potential to influence attitudes toward education and to persuade parents and children of the value of education in making a difference to their lives. Therefore, organizations designing programs that include vocational education and skills training activities should establish contact with local and central labor and education departments to explore how they might fit into national and local efforts to strengthen this area of education.

Some other challenges include:

Lack of premises, materials, and equipment:

Unless organizations have enough funds or support from the community and from external sources, finding and financing premises, materials, equipment, and staff can be problematic. Concerted efforts should be made to mobilize the necessary funds from a range of sources, including government departments and employers.

Appropriate skills linked to the local labor market:

Ideally, the skills taught will lead to rapid gainful employment or self-employment, but this can be challenging in an environment where unemployment is high or there is a small local labor market. In cases where agriculture is the major economic activity, skills training activities should be directed toward this area. For example, the CLASSE project in Mali and Côte d'Ivoire included skills training in agriculture to improve productivity and ensure better returns for families and communities and to tackle child labor. Agriculture requires relatively little in the way of start-up training costs or for trainees to put into practice their new skills. Agricultural training also has a powerful multiplier effect, as trainees can pass on these skills to their siblings, parents, and peers. Agriculture is part of the community tradition and way of life and can involve the use of locally available materials. As was the case with the CLASSE project (see box 4h), agricultural and rural-oriented skills training can also form a part of a strategy to combat rural migration by dissuading children from leaving their home communities to move to urban centers where they become vulnerable to situations of child labor and exploitation.

Vocational guidance counseling and pre-vocational training:

To avoid difficulties arising after training activities are under way, beneficiaries should receive career guidance counseling beforehand, possibly in the form of pre-vocational training that provides beneficiaries with opportunities to experience different trades as part of the assessment. Thus, children participate in deciding which skills and trades suit them best and feel confident in what they have decided to pursue.

Over-subscription of training courses:

Care should be taken not to allow training class sizes to become too large nor to allow too many trainees to work in one particular workshop. Numbers could be based on the local employment market and should aim to avoid creating too much competition in particular trades, especially if jobs or self-employment opportunities are limited (although efforts should be made to meet the aspirations of individual trainees). Moreover, the quality of training requires keeping the trainee/teacher ratio as low as possible.

4h

CLASSE: Tackling rural migration through education and skills training

Child labor has been a high profile issue on the cocoa plantations in Côte d'Ivoire for several years, due in large part to rural migration both internally and from neighboring countries. The Winrock CLASSE project aimed to enhance education opportunities for girls and boys through a sustained strategy of improving and strengthening agricultural systems by working closely with women's groups, enhancing education opportunities for girls, preventing trafficking, and establishing community-based educational alternatives in vulnerable areas with a high risk of child labor and migration. Children were vulnerable to trafficking and migration owing to the lack of education and employment opportunities locally. Research indicated that if there were affordable education and skills development alternatives, children would not only stay in their villages but would also stay in farming and develop marketable skills.

The approach involved a combination of vocational education and basic literacy and life skills. The agricultural skills training component aimed at improving productivity that would ultimately benefit entire families and communities. Vocational education in other trades was also offered to beneficiaries in Mali, but agricultural knowledge and expertise proved particularly sustainable. In Côte d'Ivoire, the focus was solely on agricultural training, and later received support from the private sector to improve livelihoods in cocoa communities.

Sensitizing state institutions to the profiles of beneficiaries:

If the training program is to be implemented through a state institution, trainers and management should be sensitized to the beneficiaries' profile and background so that trainees, some of whom are illiterate, are not overwhelmed by the training process and drop out.

Limited pedagogical capacities among potential trainers:

There is a great difference between being good at a particular job and being able to teach others how to do it. Selection of skills instructors must include the capacity to learn and to teach. They should be provided with capacity-building to refine their pedagogical and communications skills and be understanding of and sensitive to the profiles of the beneficiaries, and be prepared to offer strong moral, emotional, and psychosocial support and guidance.

Resistance from central and local government authorities, state training institutions, and their directors and teachers:

The support of these stakeholders is critical to the sustained success of a project. If there is resistance to acknowledging, recognizing, and supporting the program, this could jeopardize its success, recognition of the qualifications obtained, and its sustainability.

Provision of additional social, education, and vocational support:

Vocational education and skills training by themselves are not sufficient for the reduction and prevention of child labor. These interventions should be accompanied by basic education, life skills education, civic and social education, vocational guidance counseling, health and safety education, enterprise and self-employment training, social and health services, psychosocial counseling, and so on. These education and support services should be provided before, during, and after the training activities to the extent possible, or the outcomes may not be effective or sustainable, and drop-out may occur. However, these services are costly and can be difficult to access. It would be important to work closely with relevant government authorities and other service providers to ensure that these essential support systems are available to those who need such support most.

Exploitation of trainees:

The aim of these programs is to bring an end to the exploitation of child labor and other forms of child abuse. Therefore, organizations must ensure that an effective monitoring system is established, preferably community-based, which prevents employers from taking advantage of cheap labor in the form of apprentices. One means of addressing this challenge is to ensure that a written contract is signed between apprentice and employer. The greatest challenge will be in ensuring that monitoring systems remain in place after the project ends to make sure that standards do not drop subsequently and exploitation does not creep back into training activities.

Follow-up mechanisms:

Project impact can be limited by the length of the project, the capacity of the implementing organization, and the willingness and commitment of the stakeholders to sustain the activities. If the project is too short, it may also have an impact on its capacity to train beneficiaries successfully, as in certain trades and skills it takes some time to reach an adequate level of proficiency.

Linking curricula in project training centers to state curricula:

It may be possible to use existing state curricula if they are available or adapt them to the program's needs. The challenge is to ensure the recognition of the trainees' qualifications by employers and local government and that these qualifications are transferable throughout the country.

Other relevant chapters

Awareness-raising, p. 45

Advocacy, p. 66

Education, p. 82

Peer Education, p.144

Child Labor Monitoring, p.156

Peer Education

1. Introduction

Peer education is when children, young people, or adults educate others of similar age, background, culture, or social status, including those from disadvantaged social groups. The approach can take different forms, but in many cases entails providing academic support, enhancing communication and interpersonal skills, or counseling. In other cases, it may involve awareness-raising or advocacy. The approach is based on the premise that people, especially young people, are more likely to listen to and respond to information when it comes from their peers.

In the context of CIRCLE, peer education consisted of empowering children or young people to play an active role in combating child labor. Peer education reinforces the capacities of participants to take action and be part of community development solutions rather than being in the passive, submissive, and receiving position in which they are often placed.

Children and young people are resourceful, dynamic, and creative, and, most of all, they know instinctively how to relate to younger, vulnerable children. They speak the same language and are able to build strong trusting relationships with their peers. With the support of the community and armed with information and training, peer educators can be powerful allies in the movement to prevent, reduce, and eliminate child labor.

2. CIRCLE experiences with peer education

CIRCLE partners have applied child-to-child, youth-to-child, and youth-to-youth approaches in a number of contexts. Salient examples are listed in the table, some of which are described in greater detail in the text. Each organization reported that, where it had been used, peer education had had a positive impact on the overall project. Drawing on their own experiences, children and young people, in particular former child laborers, were able to convey convincing messages on the hazards of child labor and the benefits of education.



Peer education consists of empowering children or young people to play an active role in combating child labor

Identifying an appropriate peer educator group is critical, as is devising training programs suited to their capacities and the project's objectives. The gender and age range of the target group should also be taken into account when choosing peer educators.

In the AMF project in Peru, a group of former child domestic workers was identified and trained in leadership skills. They became influential role models in their communities. In the WDA

Peer educators can raise awareness in ways that other children readily understand

CIRCLE partners with an identified best practice in peer education

Africa	Asia	Latin America
AMWIK, Kenya	WDA, Cambodia	CENDHEC, Brazil
DUPOTO, Kenya	ASHA, India	CEIPA, Guatemala
ADAP, Mali	BAT, India	PAMI, Guatemala
RADA, Sierra Leone	CWIN, Nepal	Dos Generaciones, Nicaragua
	CSAGA, Vietnam	SUMANDO, Paraguay
		AMF, Peru
		ISAT, Peru

project in Cambodia, peer educators were identified in the classrooms of six target schools and organized into Active Child Teams (ACTs), with three volunteers in each team.

The CENDHEC project in Brazil trained a group of 20 adolescents as child labor prevention agents to raise awareness of and promote children's rights in their communities. Based on their own training and experiences, the group was able to train other children as prevention agents, thereby enhancing sustainability and multiplying the positive impact of this strategy.

The Child Rights Forums in the CWIN project in Nepal use child advocates to raise awareness of the dangers of child labor and premature entry to the workplace and of the benefits of education and other childhood activities. Among other things, they monitor the implementation and follow-up of an education scholarship program. This involves keeping an eye on the scholarship students and their progress and supporting them in any way required to keep them in school, particularly if they are at risk of dropping out. The peer educators act as an early warning system, soliciting if necessary the support of others in the community, such as teachers and parents.

In the CEIPA project in Guatemala, a specific municipal body was established for children and adolescents in the target community, entitled the Municipal Council for Children and Adolescents (COMUNA). The structure and function of this council is described in detail in the chapter on Advocacy (see p. 66). Its aim was to defend and promote the rights of children and youth, to identify concerns affecting this social group and seek to address them, and generally to serve as a voice for children and youth within the municipal structures. The council members were elected and the council continued to function after the project was over. A similar approach was adopted by PAMI, also in Guatemala, where a Committee for Women, Childhood, and Youth (COMUDE) was established in the target community (see Advocacy, p. 66).

The children's clubs in the ASHA project and the children's assemblies (bal panchayats) in the BAT project, both in India, helped children in the target villages to better understand the causes and consequences of child labor and the importance of education and encouraged them to look out for one other. Former child laborers who left work to go to school became role models for other children in the community. In the ASHA project, the children's clubs were equipped to provide academic and non-academic activities to all children and mobilized resources to continue funding these activities in the long term.

5a

ADAP: Peer educators and prevention of trafficking

The ADAP project in Mali established a small network of peer educators or "social mobilizers" in the villages covered by the project. As the focus of the project was on child trafficking in the Koutiala region and this affected girls and boys equally, ADAP selected one girl and one boy in each village to benefit from training workshops covering related issues such as the causes and consequences of child labor, sexual and reproductive health, children's rights and responsibilities, the risks associated with trafficking and how to avoid them, and the benefits of education. Part of the training and follow-up included teaching peer educators how to fill out a form to record their various activities. As well as interacting with other children in their village schools, the peer educators mobilized parents and out-of-school children.

ADAP found that the 32 social mobilizers reached nearly 2,500 people in the community. This was achieved with a minimum of training but a lot of support and encouragement. Through their efforts, the rate of school enrollment increased. Teachers interviewed on the impact of the project noted that children took a greater interest in their studies, their behavior improved, and parents became more involved in activities and management of the school.

BAT employed a “child-friendly village” concept, which aims to protect the interests and well-being of the children in the village and to ensure their participation in all aspects of village life (see box 5d). To this end, BAT created children’s assemblies, which played an advocacy role in village-level decision-making, including resource allocation. The project also established groups of youth activists to raise awareness of the hazards of child labor and the benefits of education. School-based children’s clubs were also established in the RADA project in Sierra Leone to raise awareness in the target and neighboring communities, especially among the children in the school.

In the AMWIK project in Kenya, radio programs were used to raise awareness among different community groups, including children. The programs targeted different age groups, including school-based child rights clubs, and peer facilitators were trained to manage group discussion sessions on the radio programs to deepen understanding and help change entrenched attitudes and behavior with respect to child labor and education (see box 5c).



Peer education can leave lasting positive influences

In the case of CSAGA in Vietnam, peer educators were involved in teaching street children life skills, including how to study more effectively (see box 5e). Particular to this project, the peer educators were college students from outside the target community. For the students as with any group of peer educators, their involvement was a two-way experience: while beneficial to the target group, it was equally enriching for the peer educators.

5b

ISAT: Working with existing youth groups in Peru

In 2005–2006, ISAT implemented a project in the mining community of Huanca in the Ayacucho region of Peru that empowered adolescents in the community to raise awareness among their peers of the dangers of premature entry to the workplace and the benefits of going to school.

The project was able to make use of an existing group of youth leaders in the mining community that had been created under a previous project on environmental education. The group members broadened the scope of their activities and responsibilities to include promoting children’s rights and the importance of education and monitoring the project beneficiaries. Project staff designed and conducted complementary training for the peer educators, focusing specifically on child labor in the mining community and on education.

The young people were responsible for raising awareness on a range of topics, covering the environment, child labor, children’s rights, and communication and led youth awareness-raising activities in the community. In monitoring the beneficiaries, they were also able to act as effective role models for them.

ISAT deemed that the peer educator approach was one of the main reasons for the project’s success. Moreover, the pre-existence of the youth groups meant that the project’s outcomes were more likely to be sustainable.

In other projects, such as SUMANDO in Paraguay, peer educators have acted as role models to motivate younger children to set higher academic goals. This is a particularly effective way of helping child domestic laborers to realize that their situation can change and improve through education. The SUMANDO project is a distance-learning initiative requiring a great deal of self-motivation. Beneficiaries who completed the course expressed interest in helping other child domestic laborers to access and benefit from the program. High achievers in the distance-learning program took part in “learning circles,” through which they offered support and encouragement to new participants, enhancing their own personal growth and facilitating their socialization with other children in similar situations. The socialization aspect is important when working with child domestic laborers, who often find themselves isolated and deprived of contact with their peers (see page 107).

3. Designing a peer-to-peer approach

CIRCLE has identified some strategic elements as integral to an overall peer education approach and that should be considered in the project design process. The points below are not necessarily in order of priority, nor are they necessary in all cases. They are useful for informing decision-making and guiding the design process.

3.1 *Creating an enabling environment for peer education*

The peer-to-peer concept needs to be adapted to the environment in which the project is taking place and to the characteristics of the project beneficiaries. Thus, organizations should first investigate the needs and wishes of the beneficiaries and map both the possibilities and the limitations of their environment. The project approach should be elaborated in consultation with the stakeholders, including the group appointed as peer educators.

Points to consider in creating an enabling environment are:

Community support:

The peer-to-peer concept may not be well understood by the community concerned. Therefore, as a first step, consultations should be organized with community and religious leaders, school staff and teachers, parents, children, and other relevant groups, particularly women's and youth groups, to explain the concept and seek their input. It is important that all those concerned support the concept and take ownership of the project. The children's and youth council established in the CEIPA project, for example, was facilitated by the support of the mayor and the local government and their positive and constructive attitude toward meaningful child participation.

It is important that all those concerned support the concept and take ownership of the project

Structures:

Before creating new structures to support a peer-to-peer process, it is worth looking into what groups or associations already exist within the community. If such groups are in place, building on them or adapting them to suit the needs of the project may be a more effective strategy than creating new ones, provided they are well organized and serve the needs of the target group. They may also enhance the project's sustainability. It may be that a new structure could be created within an existing one, for example a child rights club in a school as was the case with the AMWIK project in Kenya (see box 5c).

Timing:

Timing of activities will be influenced by the project's geographical location and other demands on the children's or young people's time. Certain constraints may affect the availability of peer educators to participate in project activities, such as when they may have to help out with harvesting, or examinations, which they will have to prepare for and take. In assessing the interest and motivation of potential peer educators for the project, the time that the peer educators can actually give to activities is an important consideration. If a particular group cannot guarantee its availability, other options should be considered.

Finance:

It is possible that in some situations or in some areas, peer educators may feel less responsible for their work if they are not being paid for it. This will depend on the level of cohesion within the community and also on the policies applied by other projects. If people are used to being paid for services, it may be a challenge to find and motivate unpaid volunteers. Therefore, a financial incentive may be needed to persuade peer educators to invest in the project. Whether or not to go this route will depend upon the aims and objectives of the project and should take into account the needs and expectations of potential peer educator groups.

5c

AMWIK: Child listening groups

A key component of AMWIK's awareness-raising program in Kenya involved broadcasting pre-recorded radio programs on child labor and education (see Awareness-raising, p. 45). Some of the programs were designed for adults and others for children. AMWIK also trained facilitators within the community, including members of school-based child rights clubs, to conduct discussion groups after listening to the programs.

One result of the listening sessions was an increase in the membership of the child rights clubs. In light of this, AMWIK felt it was important to work with existing structures for children rather than create new ones. This approach saves time and effort and also gives the children a sense of ownership of the project and responsibility. The listening sessions aimed to empower children to reach out to at-risk children and to be able to protect themselves and defend their rights and interests. The empowerment process is important from the longer-term perspective, as children retain the lessons learned into adulthood and when they have children of their own.

AMWIK noted that many of the children in the child rights clubs were vulnerable or marginalized in some way and emphasized the importance of guiding their discussions and providing considerable support to ensure that the advocacy messages were appropriate and targeted. Fostering project ownership takes time and should begin early in the project through the adoption of participatory approaches to overcome the perception that project activities are being imposed by an outside organization.

3.2 Identifying the peer educator group

Organizations need to assess whether it is best to work with peer educators from within or from outside the community. The capacities of a college student are going to be different from those of someone who has not had the same level of education. However, if the target group is former child laborers, someone without a college education may be able to relate better to the target group and thus have greater influence over them.

The point is not that certain social groups are better peer educators than others but that depending on what is expected of them, certain groups may find it easier to be effective than others in achieving the project's goals.

Criteria to take into consideration when choosing a peer educator group include:

Gender:

The gender composition of the peer educator group is vital. If the project focuses on forms of child labor that affect mainly girls or mainly boys, it makes sense for the peer educators to be of the same sex to facilitate contact with the target group. In other cases, it may be important to ensure a gender balance. In all cases, peer educators would need to be trained in gender awareness and associated skills.

Age:

Implicit in the notion of peer education is that the peer educator group be of similar age or background to the target group. This does not preclude having college students working with younger children. It might be difficult for very young children to act as peer educators to older children, but there may be situations where this, too, is a viable option.

Personal ability and motivation:

Peer education is a vocation of sorts and some personalities are better suited to it than others. Of direct relevance is the individual's motivation. Are the intended peer educators seeking to provide a community service or improve their skills or do they expect remuneration? The issue of remuneration is important in terms of sustainability as it is bound to have an impact on the continuity of services after project funds run out. In some projects, children who have benefited from the activities are keen to pass on their learning and experience to others and become peer educators themselves.

Required skills:

This element will depend on the objectives of the project and what the roles and responsibilities of the peer educators



5d

BAT: Youth activists advocating for child-friendly villages

The BAT project in India focused primarily on creating child-friendly villages in the target area. The approach has been used by other organizations in India to great effect and promotes the meaningful participation of children at all levels of society and community life, including political decision-making, through children's assemblies (see Awareness-raising, p. 45). The success of the approach relies on the involvement and support of the community. With this in mind, BAT encouraged the formation of youth, women's, and teachers' groups to support the initiative.

Simply having their role and responsibilities acknowledged was a highly motivating factor for the young people. After playing a more passive role in society, they were empowered to become active members of their communities. The youth volunteers were familiarized with the issues of child labor and education and transmitted this knowledge to their younger peers and the wider community. The youth activists also supported the establishment of Information and Resource Centers (see Data Collection p. 179).

will be. Some pertinent questions include: Will the peer educators be involved in awareness-raising, advocacy, teaching, or all of these? Should they be able to speak from experience? Will they need a minimum level of education? Can the necessary skills be transferred to the peer educators through training? (See also Section 3.3.)

Availability:

When approaching potential peer educators, it is vital to ask how much time they can devote to the

Peer educators sometimes form theater groups to spread child labor prevention messages

project. This may vary according to the season, day of the week, or time of day. For example, if they are college students, it is likely that they will be unable to work on project activities during exam periods. The peer educator's availability must be factored into all aspects of project preparation, activities, and follow-up.

Background:

Consideration should be given to whether the peer educators should come from within or outside of the community and whether they should be familiar with or known to the beneficiary group. When the peer educators are from the same community and the same background, children accept them more easily and completely, and the impact of the project is more likely to be sustainable. In some projects, for example, CENDHEC in Brazil, peer educators or monitors trained former child domestic laborers to become child labor prevention agents. These children had first-hand knowledge of the target group, having worked in this field themselves before. However, if the necessary skills and capacities cannot be readily found or transferred within the community, or if a specific type of collaboration is required, engaging peer educators from outside the community



It is important to consider gender when choosing which group to train as peer educators

5e

CSAGA: Teaching out-of-school children in Vietnam

In Vietnam, CSAGA set out to improve the educational opportunities of out-of-school street children living and working in the slum area of Hanoi, using a team of 15 college students as peer educators. In the program's initial phase, the volunteers were trained in the following skills:

- enhancing children's participation, particularly in class, and helping them to study more effectively;
- teaching children "life values", such as self-awareness, sexual and reproductive health, respect, cooperation, love, happiness, and peace;
- improving children's life skills to enable them to deal with everyday realities and develop the ability to protect themselves from hazardous working conditions.

Some training topics were not essential to the project outputs but were nonetheless felt to be important for the beneficiaries' general development. For example, adolescent sexual and reproductive health was not an identified area for education but is a vital aspect of the lives of street children as they are susceptible to all kinds of abuse, including sexual. Volunteers received training in skills such as active listening, positive expression, acceptance of others' opinions, conflict negotiation and resolution, collaboration, values identification, self-evaluation, responsible thinking, decision-making, and developing personal plans.

Volunteers found the training very useful in working with street children, whose values were so different from social norms, whose learning abilities were impaired, and who were prone to anti-social behavior. It also helped in resolving conflicts within the group and between some of the children. The volunteers subsequently discovered that the children were more likely to come to class and work more effectively if there were fewer disruptions and if they were more actively involved in the learning process. This became their main strategy to attract and retain the children in class.

The training also helped the volunteers to better understand the background and environment of their young charges and thus to devise appropriate strategies to overcome some of the obstacles in building relationships of trust. For example, street children have very few opportunities to play and take part in social recreation. The students, in collaboration with CSAGA, organized a small festival in a local park to celebrate International Children's Day. The day involved healthy outdoor activities and games in which the children were allowed to be children and put aside their personal issues. This worked on two levels:

- Children relaxed and felt trusting enough to talk openly with their educators about their families and working lives, providing insight necessary for developing appropriate support.
- It helped the children rediscover childhood joys and to see another side of life besides the drudgery and difficulties of life on the street. It gave them a glimpse of possibilities for their lives besides work.

On another occasion, the volunteers organized a cinema trip for the children, as they wanted to give them an opportunity to be with other children and experience and express first hand some of the values they had discussed in their classes, such as respect and cooperation. The trip further reinforced the close bond between the volunteers and their young charges.

However, one of the challenges that the college students encountered was the need to contend with their own burdens of coursework and exams toward the end of their college year, which had an impact on the time and attention they could give to the project. A solution was found through closer collaboration with the implementing partner on teaching schedules, but this often meant postponing classes, which was not ideal from the target group's point of view.

It is noteworthy that the peer-to-peer approach was applied in Vietnam, a country where the government exercises considerable control and authority and where this kind of approach would be contrary to traditional approaches in education.

might be more beneficial. In some projects, such as working with urban street children, there may not be an easily defined community with a clear social structure, so that working with external peer educators may be the only viable option.

Existing groups:

Working with existing structures and groups can save time, effort and resources. These should be identified when visiting and surveying the target communities. Some communities and schools operate children's groups of different types, including social, recreational, and sporting clubs. If these already exist, it would make sense to look into whether they can integrate the issue of child labor and, if so, to identify relevant training and capacity-building programs to facilitate this.

3.3 Establishing appropriate structures and groups

In some cases, peer groups might need to be established either because they do not exist at all or because the groups that do exist are not suitable. These groups are most often established in the form of community- or school-based children's clubs or child labor clubs. In many cases, such as in the ASHA project in India, the clubs serve a multi-purpose role by:

- *providing a safe and monitored environment in which children can interact, play, or learn;*
- *encouraging children to look out for each other in life and to be aware of what steps to take in the event of threat either to themselves or to their peers;*
- *reinforcing children's social and personal development through interactive playing and learning activities, extracurricular activities, remedial education activities, and other life skills;*
- *encouraging children to become role models for their younger peers, particularly children at risk of child labor;*
- *encouraging the establishment of age-appropriate income-generating activities or savings schemes and helping children to understand how to manage their own savings so that they develop self-sufficiency;*
- *fostering a sense of identity, citizenship, and community responsibility in children, thus strengthening efforts to prevent child labor in the long term.*

Meaningful child participation underpins all peer-related activities, whether training peer educators or establishing structures in which peers learn how to look out for each other in life. It is vital that project activities aimed at children's development include children in the process of design, implementation, and follow-up. They should be consulted as to



what these structures should do, where they should be located, the materials they will need, and their financial and administrative management. Ultimately, they should benefit from appropriate training (see Section 3.4) to ensure that they can become responsible for maintaining and sustaining these structures in the future. The village children's clubs in the ASHA project were managed by the children in the community, including the direct beneficiaries, and were supplied with the relevant academic and non-academic materials to support their activities. The children also made a small financial contribution to the club each

For sustainability, it is important to ensure that the peer educators feel valued and valuable to the community

month (1 Indian rupee – approximately US\$ 0.03) to establish an operational fund to support education coaching classes and extracurricular activities (see Awareness-raising, p. 45).

Some projects established structures of a more formal and political nature for children, such as CEIPA in Guatemala and BAT in India (see Awareness-raising, p. 46). In the case of Guatemala, this involved establishing a municipal committee for children and young people, COMUNA, which conducted its business in the same manner as other municipal committees and for which elections were held among the town's child and youth population. In the BAT project, children's assemblies (bal panchayats) were elected in each target village, and representatives of these also attended the regular sessions of the adult assemblies (panchayats) to participate in decision-making, including resource allocation.

These groups, whatever shape or form they eventually take, can have a significant impact on the lives of children, particularly vulnerable children who probably have never experienced these activities before. They encourage children's social interaction, which is crucial for child development, and they provide places where children can play and learn safely. Although they have a specific function in the early stages of the project, primarily that of providing educational and social activities to (former) working children, with the support of children and other community groups, such as women's groups, they gradually become absorbed into school or community life and expand their membership and activities. With sensitive support and nurturing, their potential for sustainability is significant.

Linking peer education to existing structures in the community may increase sustainability

3.4 Training peer educators

Training and building the capacities of peer educators not only provides them with the requisite knowledge and skills to carry out the project activities, it also reinforces their confidence, self-esteem, and self-respect and helps them to better understand their rights and responsibilities in society. Having benefited from appropriate training, peer educators can become powerful advocates for child labor elimination and education for all. Working with existing children's peer groups can ease the burden of capacity-building, as there may be reasonable levels of existing capacity on which to build a more targeted and efficient training program. For example, school-based child rights clubs in Kenya were already supporting children orphaned by HIV/AIDS, some of whom had been forced to work to survive. Integrating child labor sensitization into their activities and responsibilities was therefore relatively straightforward.

Researching and developing a training and capacity-building program requires:

Assessing capacities, motivation, and commitment:

This involves assessing the existing capacities of the potential peer educator group and identifying the skills, program content, and level of training necessary to enable the group to become effective peer educators. When working with existing children's and youth groups, the training should build on the abilities and skills they have already acquired. In addition, it is important to assess the willingness and commitment that potential peer educators have to fulfill their roles and responsibilities. The most effective candidates will be those who are committed to bringing about change and helping other children in their communities. It would be useful to identify an effective methodology to

5f

CENDHEC: Child laborers as social change agents

In its project in Recife in Brazil, CENDHEC trained a group of 20 youth monitors to assist in the coordination, management, and implementation of project activities, including the organization of a Municipal Conference of Child Domestic Laborers (see Advocacy, p. 66). The monitors acted as child labor prevention agents, working in their communities to raise awareness of the hazards of child domestic labor and the damage it does to children and also to promote children's rights generally. The monitors were trained as trainers to multiply the effect of capacity-building. Involving youth in all aspects of project administration and implementation and in decision-making had a significant impact on their personal and social development and contributed considerably to the long-term sustainability of the outcomes. The young monitors also had a role in training other monitors from the community. CENDHEC identified nearly 50 former child domestic laborers for training. Such was the demand for places that applicants were selected on the strength of a motivation letter. Stakeholders were impressed with the leadership qualities of the monitors, their knowledge of the problems of child labor and children's rights, their communication and training skills, and their commitment to make a difference to the lives of vulnerable children. Some monitors indicated that they wanted to train to become social workers so they could continue to work in this field.

assess this commitment, for example, through interviews. CENDHEC in Brazil had such a huge demand to participate in their program to train child labor prevention agents that an application process had to be established (see box 5f).

Establishing objectives:

The type and level of training will depend on what it is trying to achieve. Objectives of training can include:

- *To improve skills, such as education, leadership, counseling, advocacy, and communication. Depending on the focus of the project, the peer educators may need to provide psychosocial support to the target group or engage in dialogue with high-profile stakeholders, such as politicians and government representatives.*
- *To impart information, such as on the causes and consequences of child labor and the benefits of education. If the peer educators were once child laborers themselves, understanding why they ended up in a situation of exploitation will help them to convey this to other children and to persuade them not to give in to similar pressures. Peer educators also need information on what alternatives to child labor exist and on how children can, for example, access education and health services. In the RADA project in Sierra Leone, the members of the children's clubs were familiarized with the problem of child trafficking, which was prevalent in the area.*
- *Choosing form and style:*

Training programs need to take into account individual and group capacities and characteristics. For example:

Theoretical and practical sessions.

Depending on the focus of the project and the educational level of the peer educators, the training should strike a balance between theory and practice. Practical sessions are more effective in instilling certain skills than theoretical ones.

Separate and joint workshops.

If working with various community-based groups, such as parent-teacher or community development associations, it is worth considering organizing joint training workshops to encourage closer collaboration between all stakeholders. Separate workshops may be more useful when focusing on individual group requirements or working in specific cultural or other environments.

Interactive workshops.

Participatory teaching methods yield better results than more traditional methods and can prepare peer educators to work with their target group.

Duration.

Capacity-building programs need to be of sufficient length to allow trainees to assimilate what they have learned. Some skills are best assimilated through practice, so training should include relevant hands-on sessions with the target group.



Children find learning from their peers very useful for their development

– *Content development:*

Training should comprise:

information on issues related to the focus of the project, such as the dangers and causes of child labor or child trafficking, children's rights and responsibilities, the importance of school and education, sexual and reproductive health, and HIV/AIDS;

pedagogical and peer-to-peer or child-to-child skills; psychosocial skills to influence the values base of child laborers or at-risk children, including gender equality and self-esteem;

advocacy, communication, and media skills, where possible;

arts-based methodologies;

planning, recording, and monitoring skills, as needed to achieve project objectives.

– *Explore other potential sources of support:*

Third parties can be approached to support capacity-building activities, for example, private sector groups, education authorities, local government departments, community groups, schools, and universities. This would broaden the number of stakeholders in the project and spread the costs. A training institute, for example, might be willing to provide courses free of charge, which would free up resources to be used elsewhere in the project.

– *Monitoring and follow-up:*

Regular communication and meetings with the peer educators allow problems or challenges that arise to be dealt with promptly and effectively and for training needs to be assessed. These might include in-service training workshops to maintain and enhance capacity levels during project implementation.

5g

CWIN: Child-to-child advocacy training in Nepal

The CWIN project in Nepal conducted a specific child-to-child advocacy training program for 239 children. Most of the participants were already involved in special children's groups, called Child Rights Forums, set up within the framework of the project. The training program was designed to convey communication and interpersonal skills to support the child advocates in persuading their peers to leave situations of work and return to school.

The approach adopted by the child advocates included street theater techniques, whereby they developed pieces of drama based on the realities of working children and the benefits of education. These were performed in most of the project sites and schools, reaching thousands of children and adults, raising awareness and delivering messages to at-risk children and those both working and going to school. The drama was particularly appreciated by other children and was found to be an effective method of reaching disadvantaged children.

4. Sustainability

Peer education approaches are at greater risk than others of folding when projects come to an end as they are more dependent on keeping the participants together and motivated. While a peer educator group might be closely knit during project activities, this is primarily because the project itself is the engine that drives it forward and holds all the elements together. It can take time for those elements to mature to a level where they can remain in place, in some form or other, following a withdrawal of funding and coordination.

As part of the project design and with a view to its sustainability, a long-term vision should be established regarding the peer educator group, with emphasis on how their new-found capacities and skills could best serve the community and vulnerable children in the future.

Some ways to achieve sustainability of a peer education approach include:

- *Encouraging peer educators to upgrade their skills and become qualified teachers, social workers, or counselors. In these capacities, peer educators could become lifelong advocates for the elimination and prevention of child labor.*
- *Creating children's and youth groups that are embedded in community, local, and municipal structures. These are likely to remain in place beyond the life of the project provided they receive strong support from the relevant authorities, as was the case with COMUNA in the CEIPA project in Guatemala.*
- *Stakeholders could be asked to identify employment possibilities for the peers so that they can continue to serve the best interests of children, particularly at-risk children. Another option could be to establish formal partnership agreements with training institutions, such as colleges, to ensure the continued development of the peer educators.*

- *Linking peer education to existing or newly established structures in the community increases sustainability. These structures include schools, parent-teacher associations, and children's and youth clubs, such as sports clubs, Scouts, and Girl Guides.*
- *Keeping down costs increases the chance that activities can be continued after the project phases out. The higher the operational cost of a peer-to-peer group, the greater the need to search for additional funding and the harder it is to sustain.*
- *Young people inevitably move on in life. They grow up, train for a profession, leave the community, and build their own lives.*



Peer education helps reinforce skills that cannot be taught in a classroom

Therefore, peer education is a dynamic and organic process that needs to develop to the extent that it becomes self-perpetuating. As children grow older, they should be encouraged to follow in the footsteps of their role models to become role models themselves to the next generation coming up behind them. This is the real sustainability in a peer-to-peer process.

- *Instilling a sense of responsibility and ownership of the project among children and young people — building a “we” culture — is vital, and every effort should be made to achieve this from the outset of the project through interactive and participatory approaches that ensure the meaningful participation of this social group.*

5. Challenges

While an effective strategy, peer education alone cannot address all of the complex and sensitive issues facing child laborers or at-risk children. Peer educators are children and young people, after all, and can be inexperienced in life, may lack education and professional skills, and may lack maturity when faced with challenging situations. They may be well-meaning and hard working, but some of the issues confronting disadvantaged children can be extremely difficult to deal with and can provoke extreme physical and emotional reactions. Therefore, peer education has its limitations and challenges:

- *Peer educators are not trained psychologists, psychiatrists, counselors, teachers, social workers, nurses, or doctors. They can receive some basic training in these areas and deliver some services to the best of their abilities, but they are no substitute for professionals. In most cases, the work they do with target groups is phenomenal and can assist children in many ways, for example in encouraging them to return to school or to their families, in helping them withdraw from work, and in reinforcing their self-esteem and self-respect. But:*
- *they require a lot of support themselves and need to be trained in what action to take in situations where they might not have the answer or be out of their depth;*
- *they need to have access to a referral system and be trained in what to do in an emergency. As disadvantaged children are encouraged to talk about their personal situations or the trauma they may have suffered, the reactions can be strong, and professional help needs to be on hand to support the peer educator. Otherwise, the end result can be detrimental both to the child and to the peer educator.*
- *Sustaining the level of effort required of peer educators or child-to-child advocates can be difficult for young people as they seek to strike a balance between their work as peer educators and their family and school responsibilities, leisure*

Peer education alone cannot address all of the complex and sensitive issues facing child laborers or at-risk children

activities, and other opportunities for fulfillment.

- In some cultures, it is considered socially unacceptable for children to address adults. In such cases, peer educators may have to work side by side with adults to gain access to older generations.*
- Caution should be exercised in considering peer education as an option if it does not have a good chance of being sustained in the longer term. It is vital that young people do not feel “let down” by the project as this can reinforce negative attitudes toward authorities and institutions and could undermine future attempts to empower youth groups. To avoid this, an appropriate exit strategy needs to be elaborated.*
- As mentioned under the section on sustainability, it is important that a sense of ownership is established as quickly and effectively as possible among the peer educator group. However, ownership can take time, effort, and a lot of work to achieve and does not “just happen” as a matter of course during the project. It must be instilled and nurtured through participatory and interactive activities involving children and young people.*

Other relevant chapters

Education, p. 82

Child Labor Monitoring, p. 156



It is important for children to be able to form relationships with other children

Child Labor Monitoring

1. Introduction

The overall definition and objective of child labor monitoring (CLM)¹⁰ is to ensure that, as a consequence of regular and repeated direct observation, children are safe from exploitation and hazardous work. Child Labor Monitoring is defined as the active process that ensures that such observation is put in place and is coordinated in an appropriate manner. It is a broad and dynamic concept that covers homes, schools, communities, and workplaces — indeed, any environment in which children are likely to be present. CLM allows organizations to keep track of beneficiaries and to measure the impact of their interventions and make adjustments accordingly. A CLM system can be informal and flexible or highly structured and institutionalized or a highly structured and institutionalized process with specific aims, objectives, resources, and content. For example, it can involve schools, non-formal education programs, teachers, and school inspectors, either through regular classroom monitoring to assess which children are absent on a regular basis or by measuring school performance. It can also involve the wider community, such as parents, peers, and other community members. In some cases, CLM may be the focus of a project, and the setting up of an effective system the main objective. However, it is often one element among others and can take a variety of forms.

2. CIRCLE experiences with CLM

CIRCLE called for partners to engage in CLM in the planning, design, implementation, and follow-up of their interventions. Many developed successful monitoring approaches, which explains the large number of organizations listed in the table.

One of the significant achievements of many CIRCLE projects has been finding ways to sustain impact beyond the life of the project. In terms of CLM, this has meant ensuring that the process is participatory and is shared among as many stakeholders in the community as possible. A good example of community participation was the establishment of “watch groups” in the AMF project in Peru (see box 6a). A similar structure was established in the OBISPO project in Bolivia in the form of a mothers’ club to support the school in making sure that children attended all their classes throughout the school year.

Most of the monitoring systems developed by CIRCLE projects involved a combination of actors. The Arundhaya Center for Street and Working Children, which operates in slum areas in southern India, created CLM committees composed of police, legal officers, children, youth, teachers,

6a

AMF: Mothers’ watch groups

The AMF’s project in Peru formed groups of parents, mostly mothers, to keep a close eye on the child beneficiaries and to ensure that they went to school rather than to work. While the AMF provided them with training, it was the parents who organized themselves into formal groups with different roles and responsibilities. Mothers reported that being part of a watch group increased their interest and involvement in their children’s education, which in turn had a beneficial effect on their children’s performance and motivation in school. Mothers also felt better informed about issues such as child labor, child abuse, and domestic violence.

Encouraging groups to work together through self-motivation can be challenging. The AMF was able to do so by informing parents of the importance and relevance of education, by enhancing awareness and understanding of child labor, and by involving them directly in the project. Their commitment by the end of the project was such that they have since continued to advocate against child labor and in favor of increased school enrollment.

The parents also learned about other issues relevant to their daily lives, such as nutrition, personal hygiene, abuse, and domestic violence. The watch groups helped with school registration and the purchasing of school materials and uniforms. They acted as social change agents within the community, alerting other parents to the dangers of child labor and instilling in them a greater commitment to their children’s education.

The watch groups proved to be an effective method of including parents directly in the project’s activities and of engendering a greater sense of ownership and responsibility. The end result was to develop and enhance local capacities, as well as to contribute to the sustainability of the project outcomes.

¹⁰Based on ILO guidelines, USDOL defines CLM as regular and repeated direct observation to identify child laborers and to determine the risks to which they are exposed; referral of these children to relevant services; verification that they have been removed from the workplace; and tracking them afterward to ensure that they have satisfactory alternatives. A child labor monitoring system (CLMS) is the identification, referral, protection, and prevention of exploitive child labor through the development of a coordinated multisector monitoring and referral process that aims to cover all children living in a given geographical area, not just those that are direct beneficiaries of a project.

CIRCLE partners with an identified best practice in child labor monitoring

Africa	Asia	Latin America
PACF, Ghana	WDA, Cambodia	OBISPO, Bolivia
ANPPCAN, Kenya	Wathnakpheap, Cambodia	JUCONI, Ecuador
DUPOTO, Kenya	Arunodhaya, India	CEIPA, Guatemala
ADAP, Mali	ASHA, India	Dos Generaciones, Nicaragua
AID-Mali, Mali	Deepalaya, India	AMF, Peru
ENDA, Mali	VOCRDC, India	
RAC, Mali	Kaugmaon, Philippines	
WHEPSA, Senegal	KKPC, Philippines	
CARD, Sierra Leone	LVF, Philippines	
CCB, Sierra Leone	SCM, Philippines	
RADA-SL, Sierra Leone		

and members of women's groups as part of its project in north Chennai (see box 6b). The CCB, which worked with child beggars in two major cities in Sierra Leone, did part of the monitoring itself but also set up and trained special committees composed of local government officials, community members, children, and adult beggars. Responsibilities were shared between CCB staff, who made ad hoc visits to schools and homes, and committee members, who carried out daily checks on school attendance. In addition, the committee members kept an eye on bus stops in the vicinity to make sure that children did not go into town to beg. The ASHA project also established CLM committees in targeted villages in India comprising education volunteers, parents, and members of women's self-help groups. The committees monitored children's enrollment, attendance, and retention in school. They also monitored teachers' attendance, as teacher absenteeism can be a contributing factor to children's absence from school.

Nearly all CLM systems set up within CIRCLE projects included the monitoring of school attendance and performance. This served two basic but key purposes: it enabled a project to measure impact and if necessary adapt its approach, and it acted as an early warning system. CCB in Sierra Leone, for example, noticed that irregular school attendance and deteriorating performance were signs that children may also be working and therefore at risk of dropping out. Monitoring allows for timely interventions to encourage children to return to school.

Sometimes the mere act of monitoring may have the necessary effect, as children notice that someone is taking an interest in their well-being. The KKPC in the Philippines set up a comprehensive monitoring system involving all stakeholders in Quezon City and established effective lines of communication with all those interacting with the child beneficiaries, including the children themselves (see box 6c).



Some organizations monitored the workplace to check on conditions and working hours or to make sure that children were not employed there at all. RADA in Sierra Leone established a Withdrawal Task Force to monitor child trafficking activity across the border crossings with Liberia in targeted communities. The task force included workers from the transportation sector and local chiefs.

Child Labor Monitoring can mobilize the wider community, such as parents, peers and other community members, to assist in reducing and preventing child labor

It is also important to monitor the physical and psychological well-being of children who have suffered trauma from labor exploitation, domestic violence, conflict, or sexual abuse. JUCONI, which targeted working street children in Ecuador, trained staff, parents, siblings, teachers, and school administrators to track children's progress, including their cognitive, emotional, and social development. They drafted monthly action plans based on the results of the monitoring so that adjustments could be made along the way.

Other organizations monitored the situation in specific locations or industries by carrying out detailed surveys and using the results to raise awareness of and change attitudes to education and child labor. VOCRDC surveyed children working in quarries or related sectors in 87 villages in Madurai district in Tamil Nadu, India. It found that only 20 percent of children were going to school. Using the survey as a platform, it designed a campaign to raise awareness of the benefits of education.

3. Designing a CLM system

The experience gained through CIRCLE projects has shown that not only does monitoring help keep track of beneficiaries, their behavior, and their performance in different fields, including education, but it also reinforces efforts to sustain the outcomes of the project in the longer term. Properly designed and implemented, CLM systems can bring together a wide range of community stakeholders to work closely together, keeping an eye on children and what they are doing in different environments and making sure that early interventions can be carried out when necessary. It is a model for how society should operate in general, watching out for each other's well-being, particularly for younger and more vulnerable groups. By ensuring that as many stakeholders as possible participate, a CLM system can unite communities and create a sustainable platform for future development.

6b

Arunodhaya: CLM committees

The Arunodhaya Center for Street and Working Children implemented a project in Chennai, India to develop educational alternatives for child laborers to motivate them to pursue their studies. The project set up special schools and self-help groups for women to support savings initiatives to pay for school-related costs. A key element of the project was the establishment of community-based CLM committees. Special workshops were organized for the different community members, including children, youth, women, and teachers, to discuss the objectives and activities of these committees and to formulate a plan of action.

The CLM committees were established through a formal process, encouraging strong commitment from all involved, including the police, medical professionals, parents, lawyers, employers, childcare centers, and community leaders. Each member took a public oath to work toward the elimination of child labor and to promote the right of all children to education. The overall stated goal was "to create an environment in the community which will promote a situation where all children below the age of 14 will be in school."

The committees were extremely active in their respective communities, gathering information on child labor, initiating legal action against employers if necessary, informing parents and employers, raising general awareness within the community, and supporting school enrollment. The participation and commitment of such a varied cross-section of the community were the committees' greatest strengths and enabled them to continue to function after the end of the project. As a result, there is now a much greater knowledge of the dangers of child labor and the benefits of education throughout the communities concerned, and a wide range of stakeholders are aware of the need to monitor the situation and to intervene when necessary.

3.1 Creating an enabling environment for CLM

Points to consider in creating an enabling environment for CLM are:

Community support:

As a first step, discussion forums should be organized with as many stakeholders as possible, with a focus on groups that have been identified as potential monitors. It is important that they understand what CLM means, how it will be carried out, and what will be expected of them. These initial discussions will elicit vital support for the system and engender community ownership of the project. An issue to emphasize at this early stage is that the success of a CLM system depends on close cooperation between monitoring groups. In the ASHA project in India, women's self-help groups played an important role in facilitating contacts with parents, identifying working children, and providing volunteers to work as educators in the non-formal education program. In the RADA project in Sierra Leone, which focused on child trafficking across the Liberian border, the involvement of workers in the transport sector was crucial.

Structures:

Investigate whether any community, school, or child monitoring processes already exist that can be adapted to suit the needs of the project. For example, there may be an effective school inspectorate operating within the local education department or social or child protection services, or there may be a parent-teacher association in place in the local school that monitors school enrollment and drop-out. School registers highlighting absences constitute an effective mechanism

to monitor children. Often, communities carry out monitoring activities without even realizing it, and these can be identified through discussion. In Mali, ENDA integrated its community schools into the public school monitoring system and engaged the support of local parent-teacher associations and school management committees.

Finance:

Research should be conducted as to whether it is possible to tap into other sources of funding, including locally and nationally. For example, the community may be able to contribute to the project activities financially, in-kind or through volunteers, particularly in the case of monitoring. Parents, siblings, and young people are often willing to play a role in monitoring children at risk of child labor and making sure they go to school and stay out of hazardous workplaces. Often they do this anyway and it is a question of formalizing the process. Some community-based projects that targeted vulnerable children from poor families established income-generating activities or micro-credit schemes to assist parents in raising funds to cover school-related costs, particularly school books and uniforms. Funds may also be accessible through local or central government sources. For example, the SCM in the Philippines was able to tap into resources of the Department of Education to design a training program for teachers on child protection and to set up child protection systems in schools.

3.2 *Defining the purpose of CLM*

The aims of any monitoring processes need to be clearly defined at the outset and the roles of each group defined.

The five Ws are helpful in this process.

Who:

This question has two facets: Who is to be monitored and who will do the monitoring? Criteria for the selection of beneficiaries can be established on the basis of the ILO conventions on minimum age of employment or worst forms of child labor. If the aim is to work with the most vulnerable children in a particular community, some form of vulnerability assessment needs to be carried out. In the RADA project in Sierra Leone, this was done by interviewing the children individually to obtain their life stories. In the VOCRDC project in India, the children were identified through a detailed survey conducted in the target communities. The groups within the community that can potentially act as monitors range from parents and siblings to teachers, school inspectors, local government officials, employers, and the local police. Who is best placed to carry out the task will depend on the beneficiaries, the environment (home, school, social setting, and possibly the workplace) and, of course, what is being monitored. (More detail on potential monitors is provided in Section 3.3.)

What:

Monitors observe the behavior, performance, or activities of the project beneficiaries and other at-risk children. Individuals may monitor behavior in a specific setting. For example, teachers keep an eye on the performance of children

in the classroom and track attendance and academic progress. Siblings and parents are able to monitor children's behavior and activities in the home or at play. Youth groups or peer educators observe children's behavior, performance, and activities in a variety of social and academic settings. The police watch over children in the wider community and in the street to make sure they do not get into trouble or go back to hazardous workplaces. It is important to strike an appropriate balance of monitoring processes within a project. Too many monitors in too many settings can be cumbersome to manage, can make the project too administratively heavy, and can backfire. Too few monitors can mean that not enough information is being collected about the beneficiaries and the progress of the project.

Child labor monitors usually are from the community and have access to even the most hidden or transient child laborers



When:

When do the monitors conduct monitoring activities (in the course of the day, week, or month, or even according to the season, if children and their families are affected by seasonal activities such as harvesting)? Creating a timetable in consultation with the monitors that details when to collect, record, and report information and when meetings will take place will help them to organize themselves and their activities.

Where:

If the monitor is a teacher, the likely location is the classroom; if it is a parent or sibling, the home or places where the children play or socialize; and if it is an employer, it will probably be the workplace.

Why:

All the other questions hang on the response to this one. The ultimate goal of CLM is to ensure that children go to school and not to work. Monitoring is an effective tool for measuring performance against indicators, for observing behavior, attitudes, and personal performance, and assessing progress. It ensures the accountability of the implementing organization and produces reporting required by donors. It can enhance community participation in and ownership of the process of preventing child labor and thus contribute to sustainability. Information gathered during monitoring may be vital to the completion of project outputs identified at the time of design, such as this best practice publication, which is based on monitoring outcomes of the CIRCLE projects.

Monitoring is an effective tool for measuring performance against indicators, for observing behavior, attitudes, and personal performance, and assessing progress

How:

How to conduct the various monitoring processes, set them up, and record, analyze, and follow up the information obtained are fundamental aspects of a CLM system and need to be established from the outset. It is possible, however,

6c

KKPC: Rigorous monitoring system raises self-esteem

A characteristic of the KKPC's project in the Philippines was the rigorous level of detail in its monitoring, from the identification of the beneficiaries to their performance in the classroom.

Meticulous monitoring included checking birth certificates of potential beneficiaries. A personal dossier was established for each child, covering areas such as family conditions and school and work situations. Assessments were made of the children's academic levels based on school reports, including note of subjects in which additional tutoring was deemed necessary. KKPC staff established close cooperation with teachers and school principals, explaining the context of the project so that closer attention would be paid to the behavior and performance of the beneficiaries. Regular school reports were submitted on each child, and dossiers updated accordingly. Monthly meetings were held to discuss the reports and problem areas.

Additional monitoring was carried out by parent and youth volunteers, who followed up individual children and provided whatever support was necessary to ensure they completed the school year and to protect them from falling back into situations of hazardous work. As part of the educational support, daily tutoring in subjects in which the children had difficulties was provided through three non-formal education centers. As well as benefiting from a range of external monitors, the children also kept an eye out for each other and reported absences so that immediate action could be taken.

The monitoring focused on the smallest of details, including what the children ate at home and what they took to school to eat and drink during their breaks. Parents committed themselves to making sure that their children were properly fed before school to help concentration. The results spoke for themselves, and every child in the project graduated in her or his school year and progressed to the next year. More than half of the children were above class average in main subject areas, such as mathematics, science, and English.

Realizing that people cared about them and their achievements in class was a motivating factor for the children. Involving parents and sensitizing them to issues of child labor and the benefits of education also paid dividends: some stated that they would make every effort to continue sending their children to school at the end of the project. They will be supported in these efforts through the profits of an income-generating project on waste and recycling management set up within the community. KKPC found that its extensive monitoring system built strong and lasting bonds between staff, volunteers, teachers, parents, principals, and the children. In the long term, these bonds will be instrumental in developing future community-based projects.

that some processes will evolve during implementation of project activities, sometimes in unexpected ways. CLM can be formal or informal. Some projects set up a CLM committee, which can be a multidisciplinary team made up of key monitoring agents, including teachers, parents, young people, police, social welfare officials, and other members of the community. These committees can be linked to and operate within a school and can build on existing structures (see Section 3.1, p. 88). In some cases, such as the Arunodhaya project, new committee members take an oath of commitment to tackling child labor. These committees can carry out a wide range of functions during the lifetime of the project and beyond, including: gathering information on child labor in the area; speaking to child laborers about their situation and encouraging them to go to school; visiting the homes of these children to talk to parents about the dangers of child labor and the importance of education; supporting enrollment in schools or non-formal education programs; initiating legal action, if necessary, to remove children from hazardous workplaces and to protect them; approaching employers to encourage them not to employ children and to try and persuade children who come to them to go to school; arranging discussions with relevant local authorities, the police, and other stakeholders; and raising awareness among the wider community of child labor and the importance of school. The issue of “how” is dealt with in greater detail later in this chapter (see pp.166-7).

3.3 Identifying monitors

Identifying potential monitors, either individuals or groups, is part of the response to the “who” question. Who does the monitoring depends to a considerable extent on the project’s context, environment, objectives, and the profile of the beneficiary group. Moreover, the choice of monitors will depend on the breadth and depth of the CLM system that the project aims to put in place — in other words, how formal or informal the structures and systems will be and whether monitoring is from within or outside the community. In general, CIRCLE projects have found that community-based and/or school-based monitoring has a positive impact on project ownership and sustainability. Organizations have established monitoring systems made up of a combination of community groups, including peers, teachers, parents, women’s community groups, local government officials, police, and employers. The implementing organization may be involved in the more technical monitoring processes.

The very process of identifying the monitors raises questions about project design. As monitoring is a vital part of projects that address child labor issues, it is important to identify some of the potential monitors during preparatory activities and to approach them to discuss their interest and willingness to participate. Other monitors may emerge during the implementation of the project and may well be more effective than those originally identified, but this is not something that can be anticipated.

There are certain things to keep in mind when identifying suitable monitors:

Environment:

A constructive starting point in the process of identification of potential monitors is to study closely at the design stage the overall environment in which the project will take place. It is important to consider the environments within the environment, for example: the beneficiaries’ homes and places of socialization and play; their education setting, be it a school or a non-formal education center; and the wider community, which embraces all of these micro-environments. Depending on the beneficiary group, these environments can be vastly different. For example, the environment of street children in major urban centers will be very different from

6d

RADA: The role of workers in monitoring

In the context of its project to reduce and prevent child trafficking across the Sierra Leone–Liberia border, RADA set up a Withdrawal Task Force involving around 30 workers from the local transport sector, such as boatmen, bike riders, and truck and other drivers, as well as local community chiefs. Members were chosen based on the strength of their commitment to tackling child trafficking. Monitors focused their activities on border crossings where there were no border guards (i.e. illegal crossing points where most trafficking activity took place), intercepting travelers who had children or young people in their company to check whether or not trafficking was taking place.

A clear line of communication was established within the project framework, whereby the task force would report to the Anti-Child Trafficking Club (see Awareness-raising, p. 45), which in turn reported to the Advocacy Club on Human Rights and Trafficking (see Advocacy, p. 66), which was in constant contact with local law enforcement authorities to ensure they took action against the traffickers and that the affected children were safely repatriated.

Given the sensitivity of the subject, monitors were trained in techniques for interviewing both adults and children. Interviews with children were carried out to ascertain the veracity of the adults’ responses and were conducted in a non-threatening manner involving at least two monitors. Results of these interviews were then passed on to the appropriate authorities to take action as necessary. RADA noted a reduction in trafficking and also in the number of children being brought into the communities from Liberia as foster children, a particularly insidious form of trafficking. However, as this intervention relies heavily on the commitment of volunteers, there are concerns as to its sustainability, and incentives and encouragement are important.

that of their peers in rural settings. Having identified these different environments, it will be possible to identify and arrange meetings with the individuals and groups with whom the beneficiaries either come into contact or could come into contact. The SCM project in the Philippines focused on child domestic labor, a particularly challenging worst form of child labor. It studied the environment of these workers carefully and analyzed how best to reach them and provide appropriate services. The organization used a multisectoral approach to track the beneficiaries and to identify which existing organizations, institutions, and authorities could provide additional support, for example, local gender and development officers who interacted with children and employers (see box 6f).

Interview:

Interviewing intended beneficiaries may be helpful in identifying potential monitors. These interviews can either be conducted one-on-one or in small groups, depending on how the children respond to the interview process. An interview should be as informal and non-threatening as possible and carried out in a setting known to the children and in which they feel safe and comfortable. It may help to conduct the interview through someone the child knows and trusts, for example a young person from the community. The objective should be to better understand the children's daily lives and the nature of their different social interactions, including the people and groups with whom the children come into contact. RADA in Sierra Leone organized one-on-one interviews with beneficiaries to talk to them about their life stories, thereby gaining insight into whom they interacted with on a daily basis. Transportation workers were mentioned frequently, and the project thus sought them out for membership in the Withdrawal Task Force. In addition, RADA provided special training to task force members in interviewing adults and children involved in suspected trafficking activity to avoid traumatizing children and to ensure that monitors did not abuse their positions (see box 6d).

An interview should be as informal and non-threatening as possible and carried out in a setting known to the children and in which they feel safe and comfortable

Gender:

Gender may be a factor in identifying suitable monitors, particularly in situations where the bulk or all of the beneficiaries are girls or depending on the local culture. Having monitors of the same sex may facilitate contact with and observation of the beneficiaries. Mothers may make good monitors, as they are likely to be more present and involved in their children's lives than other adults. In building relationships of trust and confidence, gender can be a consideration. However, it does not have to be an overriding concern unless the monitoring targets girls in particular, such as in the WHEPSA project in Senegal, which concentrated on helping communities to understand the importance of keeping girls in school and on monitoring their academic progress.



Age:

Like teachers, peer educators can play an important role in observing and reporting on the beneficiaries' behavior, attitudes, and academic performance. Children may open up more easily to their peers than to an adult teacher. Consequently, peer educators may have access to vital personal information that could be an early warning of possible child labor involvement. They can also obtain information that will be useful in assessing a project's progress or success. The KKPC project in the

When children know that adults are interested in their safety and well-being, they feel empowered to advocate on their own behalf

Philippines and the PACF project in Ghana both involved mobilizing children to watch over the project beneficiaries. PACF established school-based children's clubs to act as watchdogs and enable children to protect themselves as well as their peers and siblings.

Motivation and commitment:

Not all individuals or groups have the necessary interest to act as effective monitors, which is why discussions should be held with potential monitors during the preparation and planning stages to gauge their level of motivation and commitment. It is not worth investing time and training in monitors that will not function effectively during the project. Arunodhaya in India spent time in discussions with potential monitors and found out that some employers had worked when they were children. Recalling their own experiences, these employers embraced the project's objectives and called on parents not to send their children to work but to make sure they received a good education and were able to defend their rights. They also stated that they would not employ children in their businesses. RADA in Sierra Leone noted that the issue of commitment affects the sustainability of volunteer groups, such as the Withdrawal Task Force (see box 6d).

Required skills:

The skills that monitors require depend very much on their roles and responsibilities. Some monitors may act primarily as an early warning system to advise the implementing organization when beneficiaries are absent from school or are going to work. In other cases, particularly for members of formal CLM committees, monitors may be required to coordinate their activities with others and prepare detailed reports on the beneficiaries to be used to measure the project's success. In the ANPPCAN project in Kenya, for example, monitoring was mainly carried out by school-based and local committees. Teachers, members of the school management board, and other staff members were trained in identifying children at risk and following up beneficiaries. In order to design appropriate training activities, implementing organizations need to assess the skills required of monitors. For example, will they need to assess the education levels of the children or their psychosocial behavior? What counseling skills might they require if working with traumatized children? In any event, at minimum, all monitors should attend awareness-raising workshops to provide information and basic skills. The issue of training and awareness-raising is dealt with in more detail under Section 3.4.

Availability:

It is important to know how much time monitors can devote to project activities. This has an impact on the design of the CLM system, as activities may have to be tailored to the time available. At its most basic, monitoring can simply be a teacher keeping a closer eye on at-risk children in the classroom or a sibling making sure a brother or sister goes to school and not to work. The act of observation is inherent in human behavior, and at this level need not be burdensome. Monitoring can also entail a more demanding and time-consuming structured process of observing, reporting, analyzing, and following up. Therefore, systems should be designed to suit the capacities of the monitors. If establishing more formal monitoring structures, look at what structures or bodies already exist in the community that can be adapted to incorporate CLM activities. It is possible that the community's commitment to the project will be such that people will be prepared to make time available, but this goodwill should not be abused.



Child labor monitoring can be institutionalized to protect children from working in industries

Some monitors may act primarily as an early warning system to advise the implementing organization when beneficiaries are absent from school or are going to work

Below is a far from exhaustive list of potential monitors. The ultimate choice will depend on the country, community setting, beneficiary group, and a project's aims and objectives.

Parents and siblings:

If the beneficiaries live with their families, a prime area for observation will be the home. Some projects organize the mothers into a monitoring group. Others encourage siblings to keep an eye on their brothers and sisters. Some projects also focus on enhancing parenting skills as these are a factor in children's attitudes and behavior.

Social groups and peers:

Children socialize with other children, who can act as effective monitors of their friends and peers. Social groups can be especially important in monitoring street children, who tend to organize themselves in tight-knit groups who watch out for each other night and day.

Community groups:

These could be women's self-help groups, such as in the ASHA project in India.

Teachers, educators, classroom assistants, and principals:

Many child labor projects include an active education component, which opens up a wide range of potential monitors, be it in a formal school setting or a non-formal education center.

Peer educators:

Some projects deliver education activities through a network of peer educators, and these can be especially useful in obtaining information on the beneficiaries, monitoring their activities, and providing feedback.

Parent-teacher or parents' associations:

Many schools have an association of parents and teachers, parents and students, or just parents that can provide the basis for creation of a CLM committee. The parents monitor the children in the home and the teachers monitor them in school, between them covering a large proportion of a child's day.

Children's and youth clubs:

In order to organize children's free time and provide constructive extracurricular activities, many communities set up clubs for children and young people, sometimes within the context of the school. These are generally well attended by children in the community, and the people who run them are dedicated individuals who could make effective monitors.



Sports and recreational clubs:

Children have vast amounts of physical and mental energy, which can be channeled into organized sports or other recreational activities such as dance and song. These community-based clubs can be effective forums for monitoring children and for passing on direct and indirect messages about the dangers of child labor and the benefits of education.

Child laborers often must live close to where they work

Many child labor projects include an active education component, which opens up a wide range of potential monitors, be it in a formal school setting or a non-formal education center

Employers:

Employers can monitor their workplaces to ensure that children below the minimum age of employment are not working there.

Police:

The police often play a prominent role in communities, especially in smaller communities, where most people know the local police officers. In larger urban areas, police can watch out for vulnerable children, such as street children, and monitor their whereabouts and activities. They are responsible for removal of children from hazardous work and ensuring their protection.

Social services:

Community and social workers often interact with vulnerable social groups and can monitor domestic situations and the behavior and activities of children and their families.

School inspectors:

School inspectorates are ineffectual or almost non-existent in some countries. However, where they are active, they can play a key role in monitoring school performance, absenteeism, and drop-out.

Faith-based or religious groups:

Depending on the cultural setting, religion may play a central role in community life. In such cases, children may participate in religious functions, such as prayer or worship. Religious groups can keep an eye on vulnerable children and pass on messages about the dangers of child labor and the benefits of education. This can be particularly useful in cases of hidden forms of child labor, such as domestic work involving mainly girls. Attending religious activities may be one of the few occasions when some child workers are allowed out of the house and is an opportunity to talk to them and monitor their situations. Religious gatherings may also provide opportunities to mobilize parents, families, and communities and carry out awareness-raising activities. Under CIRCLE and US government-funded projects, inherently religious activities are not allowable costs; however, faith-based groups are encouraged to participate in child labor prevention and can be effective in influencing positive change.

Shopkeepers:

Local shopkeepers, especially those whose shops are frequented by children to buy goods for the family and for themselves, can provide an unexpected source of effective monitoring. They may also know the street children in their area and be able to talk to them. In addition, child domestic laborers usually shop for their employers and, properly sensitized, shopkeepers can identify these child laborers and monitor their activities, perhaps acting as an initial point of contact with them.

Workers:

In the case of child trafficking, it was found that workers in the local transport sector were in frequent contact with either traffickers or children being trafficked, often without realizing what was going on. By sensitizing workers to these issues and alerting them to signs to watch out for, it is possible to engage them in monitoring activities.



Child labor monitors must reach children working under the toughest conditions

3.4 Training

Having identified monitors and obtained their commitment, the next stage is to consider what capacity-building will be required to enable them to carry out their activities effectively.

Below are the steps to follow in organizing training for monitors:

Determining tasks and responsibilities:

During the planning and preparation phase of the project, draw up a list of the tasks and responsibilities of each monitor or monitoring group based on what needs to be monitored and by whom and the purpose of the monitoring (see Section 3.2).

Assessing capacities: Assess the capacities of monitors and the skills they will need to fulfill their roles effectively. This will allow the content of a training program and the materials to be developed to be built on existing skills, tools, and structures.

Establishing objectives:
This may be:

- *To improve skills, such as observation and monitoring techniques, reporting, communication, advocacy, and counseling.*
- *To provide information and raise awareness, such as on the causes and consequences of child labor, the value of education and academic performance, the importance of community and school monitoring systems, child participation, responsible parenting, education and training opportunities, health services, and legal norms.*

Choosing form and style:

Training programs need to have a balance in their methods and structure and to take into account various learning styles and project needs.

- *Theoretical and practical sessions. Training should strike a balance between theoretical and practical sessions that allow participants to try out new skills.*
- *Separate and joint workshops. If the project is to include community-based monitoring groups, for example parent-teacher associations, women's and mothers' forums, youth clubs, or schools, it might be worthwhile and more financially viable to organize joint training workshops to encourage closer collaboration and mutual support. Where the roles and responsibilities of the monitoring groups are similar, they can be trained together. Separate sessions may be required for certain groups, such as a more formal CLM committee or child help desks, or when focusing on specific requirements, or in certain environments.*
- *Timeframe. Capacity-building programs should be of sufficient length to allow trainees the time to assimilate the training and to practice. It is also important to arrange the training at a time and venue which suits as many individuals as possible.*
- *Integrated professional training. Monitoring is often taken on by professionals in the community, such as teachers and social and health workers. In such cases, it would be advantageous to integrate monitoring training into ongoing professional development processes, such as in-service training for teachers. CLM is an additional responsibility for teachers, and they may be more receptive to taking on this task if it is seen as a component of professional training, possibly even formally enhancing professional qualifications. This would need to be the subject of direct consultations with the teachers' professional certification and training body, national teachers' organizations, and possibly the Department or Ministry of Education. It should also be the subject of direct consultations with the principals of the schools that will benefit from the project. Consultation costs little but indicates that the implementing organization respects the views of all the stakeholders and reinforces project ownership. A respectful approach is also more likely to yield a positive response.*

Training programs need to have a balance in their methods and structure and to take into account various learning styles and project needs.

Important note

When providing training in psychosocial counseling and similar activities, it is vital to enlist the support of qualified professionals and to set clear boundaries for monitors in terms of what they should and should not attempt to do. Mental health and emotional issues are fraught with danger when handled by unqualified individuals, no matter how well meaning. In addition, a straightforward referral system should be established and everyone involved made aware of the need for sensitivity in handling such matters. A code of practice should also be developed to ensure that all the monitors subscribe to the same minimum moral and ethical standards.

Researching existing programs:

It makes no sense to reinvent the wheel. Government or private training programs may already exist that are well suited to the purposes of the project or could be adapted. The LVF in the Philippines, for example, was able to adapt an existing government program on responsible parenting (see box 6e). Tapping into existing programs avoids some of the cost and effort involved in developing new training content and builds potential support for and interest in the project from the

training providers. Training needs may be similar to those of other community-based or national organizations or UN or international agencies, and cross-fertilization with these should also be explored. This is an excellent way of sharing ideas and offering mutual support, as well as of reinforcing national and international networks.

Content development:

Training content will vary significantly depending on who is doing the monitoring and what is required of them. Imparting the necessary skills may entail a one-off training or a series of workshops and may include follow-up or in-service training during the project. It is a good idea to map existing skills in the community. Various professionals and other individuals with relevant skills could be approached to see if they would be willing either to help with project activities as volunteers or to train others. The knowledge and skills that would be useful in carrying out CLM include:

- *knowledge of the dangers, causes, and consequences of child labor, children's rights and responsibilities, the importance of school and education, child protection, child participation, etc.;*
- *knowledge of the range of stakeholders that could potentially be involved in a CLM system and how to coordinate and communicate with them;*
- *administrative and analytical skills to deal effectively with monitoring and observation, including recording, analyzing, and reporting information gathered;*
- *pedagogical and psychosocial skills to influence the values of child laborers or at-risk children, particularly if interaction with beneficiaries is required;*
- *skills in identifying at-risk children in different settings and in taking action to protect and support them either in the classroom, through health interventions, or social protection (applicable to trained teachers and health and social welfare professionals);*
- *skills in monitoring and communicating with at-risk children and with their parents or guardians and in the referral of children to remedial education and other relevant services (applicable to teachers, school principals, and administrators);*
- *leadership, counseling, advocacy, and communication skills to support awareness-raising and advocacy;*
- *understanding of the parents' role and ability to foster family relationships and communication in the home, not only between parents and children but also between the adults in the home (applicable to parents and guardians);*
- *organization and management of meetings, knowledge storage and management, working with public services, conflict resolution, etc. (applicable to those working in larger, more formal CLM committees);*
- *legal training in the relevant legislation and the steps to be taken to report illegal activity and to support the police and eventual court cases (applicable to those called on to monitor illegal activities involving children, such as trafficking, commercial sexual exploitation, recruitment as child soldiers, or the drug trade).*

Codes of practice and ethics:

There are forms of monitoring where care needs to be taken to ensure that monitors do not abuse their positions nor exceed their authority. It is recommended that attitudinal

6e

LVF: Working closely with parents

The LVF in the Philippines was convinced of the importance of working with parents to remove children from harmful work and help them return to school. The approach needed to be interactive, constructive, and realistic for poor families. Furthermore, it needed to have a built-in, sustainable education component. Experienced in working with families through its Sunday Parents Formation Program, LVF modified an existing government program for parents called the "Parent Effectiveness Seminar" to incorporate values and skills that would enable parents to be active advocates of education and the prevention of child labor in their own families and communities.

LVF carried out a survey to assess parents' knowledge, opinions, and needs. Some of the more pressing needs included knowledge and skills in child-rearing, managing children's behavior, and enhancing family relationships, especially between spouses. A participatory training program on parent effectiveness was designed and delivered in order to help parents appreciate their children's needs and rights and to improve their parenting abilities to support the education and protection of their children.

After three training sessions, 20 parent volunteers emerged as lead advocates and trainers of other parents in their local communities. These volunteers continue to assist in conducting neighborhood public-awareness surveys, acting as counselors to other parents, following up on the school performance of working children enrolled through the project, and monitoring children at risk of dropping out of or not attending school. These parents are now critical to the project's early warning system.

and behavioral assessments be included in the selection process of monitors for sensitive areas. Codes of practice and ethical standards can be developed with the monitors to guide their work, especially when dealing with vulnerable children and adults. For example, the members of the Withdrawal Task Force and other voluntary community groups in the RADA project in Sierra Leone were expected to intercept travelers illegally crossing into Sierra Leone from Liberia. The results of their interviews were passed on to the appropriate authorities. However, there were moments during this process when interviews would be conducted with adults and children that could be traumatic for all parties concerned. Care needed to be taken to ensure that individuals did not exceed their civilian authority. This requires careful selection of group members, sensitive and detailed training in interviewing and referral techniques, and respect of fundamental human rights.

3.5 Operational monitoring components

While CLM systems vary widely across countries and projects, there are areas common to most systems. In all cases, clear monitoring responsibilities need to be established and reporting formats designed in close collaboration with those who will carry out the activities.

Monitoring as an activity in itself or through another activity

Monitoring does not have to be a dedicated activity in itself. Very often, child beneficiaries are monitored as part of another project activity. For example, children can easily be monitored when they are attending classes or remedial lessons or taking part in extracurricular activities such as sports, theater, or youth clubs. For parents and siblings, monitoring of younger family members is an ongoing and natural process.

Stakeholders need to understand what is meant by monitoring and be able to hone their skills in observing beneficiaries and reporting what they find. Therefore, training and awareness-raising are critical. Analyzing the different activities and social interactions of the project beneficiaries will enable identification of those areas where monitoring can be integrated with minimum effort and cost. There will also be cases where monitoring should be included in project design as a specific dedicated activity, and these need to be identified at the outset.

Monitoring methods

There is a range of monitoring options available, including:

Interviews:

These include interviewing beneficiaries to assess their needs and expectations and interviewing families and others who interact with them. This activity requires special skills and should be conducted sensitively, possibly with the support of qualified professionals.

Home visits:

These are useful in establishing a comprehensive profile of the child beneficiary, her or his socio-economic background, family relationships, experience of trauma or abuse, etc. They are also necessary if a child is absent from school or if other early warning behavior is demonstrated. Home visits also require a sensitive approach and should involve appropriately trained individuals and/or qualified professionals. In some projects, parents' groups have been created to carry out advocacy and awareness-raising to promote children's welfare and education and



Youth make effective child labor monitors because they have access to even the most rural children

to enhance parenting skills within the community. In some cases, it was found that home visits improved parents' understanding of which children are most at risk and how to help them. This method is particularly useful for monitoring child domestic labor and for raising issues such as children's rights, education, physical abuse, and sexual abuse in the homes where these children work. Employers may respond favorably to these visits, resulting in an improved

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SCM: The impact of multisector monitoring systems

The SCM project in the Philippines worked with children in domestic labor and commercial sexual exploitation and helped put in place support systems for them, in some cases leading to their return to their families. Approaching the local government as a potential partner in project implementation was a new experience for the SCM but one that quickly proved mutually beneficial. Local government officials recognized that the project would reinforce their own "Back to school" campaign designed to facilitate the re-entry of out-of-school children and youth to formal education and to monitor their progress. Local government also played a role in identifying children for referrals. This campaign was implemented through local gender and development officers, who are mainly responsible for issues involving children, child protection, women, and families. Early on, therefore, the SCM recognized the strategic importance of establishing close partnerships with these officials and in ensuring that concern for the welfare of child domestic laborers was mainstreamed into programs and services at the community level using local government resources.

The SCM met with families to underline the importance of education and to highlight the hazardous and exploitative conditions in which their children worked. In some cases, this led to children returning to their families, and the parents subsequently committed themselves to support their children's education. Monitoring was a key component of the SCM project, and schools were recognized as vital monitoring areas. Close relations were established between social services and schools to reinforce monitoring systems and exchange information on the beneficiaries and their families. Regular meetings were also organized between the SCM and school administrators to discuss the progress of the child domestic laborers and to plan relevant action in each individual case that would be in the best interests of the child.

To support monitoring activities in schools and to encourage teachers to take an interest, the SCM organized meetings in the schools where the beneficiaries were enrolled to discuss the project. These exchanges also focused on teachers' additional training needs and how to adapt existing monitoring mechanisms to support the beneficiaries as effectively as possible. A training program was designed and implemented in conjunction with the Department of Education, which instructed teachers to attend. From these activities emerged a proposal from the teachers to set up "Quick Action Teams" in the schools. This network of teams focused on tracking and monitoring child beneficiaries, developing advocacy campaigns on child labor, and mobilizing resources. Referral systems were also established with social services, public health institutions, and organizations with experience in dealing with these issues.

A monitoring system was created in conjunction with social services, whereby families of beneficiaries were organized into support groups. Parents welcomed the opportunity to discuss issues of mutual concern among themselves and came to value the experience of sharing problems and setting achievable goals to address their most pressing problems. It also paved the way to mount advocacy campaigns against child domestic labor within the communities concerned. The support groups liaised closely with local gender and development officers.

The SCM established two monitoring databases. One contained personal profiles of each child beneficiary; the other contained data on each family, including its living conditions, sanitary facilities, economic and health status, education, presence of domestic violence, and absence of documents relating to birth, marriage, etc.

One of the major strengths of the SCM project was the effective manner in which it built links between monitoring systems at the local government, community, and school levels. This helped convince teachers that their responsibilities would not be continually expanded to include the social welfare of their students. The creation of the Quick Action Teams, with referral systems to relevant social and other public services, meant that the burden of responsibility was shared between a broad range of actors, all with the same focus on the well-being of the child. Teachers felt reassured that they were not working in isolation, and integrated monitoring ensured optimal use of services and resources. This multisector approach also helped the children to realize that all these individuals and institutions were watching out for their welfare and cared about them.

The SCM found that reducing child labor is more effective when parents, the community, and local and public institutions are included in the program working in the direct environment of the child. It also discovered that monitoring of children should start with a clear identification of the areas to be monitored, particularly in respect of their school performance, as well as other factors that might affect their retention in school. Once these areas are identified, tools, activities, responsibilities, schedules, and reporting can be discussed, designed, and put in place. Children supported through the project were able to monitor their peers and became effective in dealing with their own issues and problems.

situation for domestic workers. Monitoring child domestic workers is especially challenging, and these visits provide important insights into the issue and possible solutions. Home visits help gain the trust and confidence of the families involved, important in any monitoring process and invaluable for longer-term sustainability.

Observation:

This is a simple monitoring technique that can be applied by any individual or group, for example, siblings, youth, or community members. They can hone observation skills and learn how to identify early warning signs in at-risk children, such as absence from school. It is important, however, for monitors to know what they are to do with the information and what steps to take.

Monitoring school attendance and Performance:

Teachers properly familiarized with the issue of child labor and its link to poor school performance are front-line monitors. Through regular interaction between teachers, the implementing organization, families, and other stakeholders, problems can be handled at the first signs of occurrence.

School-based observation:

This applies equally to formal and non-formal education settings and usually involves parent-teacher associations, peer educators, parent-student associations, student associations, and/or school management boards. It entails timely and effective communication between teachers, school administrations, parents, and students.

Extracurricular and community activities:

These include organized sport, theater, or youth clubs. Children's clubs are usually established within a school and allow participants to identify early warning signs that a child is working, in danger of dropping out of school, or at risk of trafficking. Training and sensitization should be provided to those running such activities so that they are aware of who and what they need to observe and what to do in the case of absence or inappropriate behavior.

Workplace monitoring:

Children work because someone is employing them. It is important to include employers in monitoring activities and particularly in inspections of workplaces to ensure that children are not present. If they are present, the children can be engaged with and action taken to visit their homes and discuss their returning to school. In some projects, child beneficiaries may continue to work and go to school. In that case, monitoring workplaces may include checking on working conditions or wage conditions and ensuring that the children employed benefit from schooling, leisure time, and time with their families. However, in worst forms of child labor, the children must be referred to appropriate authorities and removed and the employer reported.

Data confidentiality

Monitoring can entail the recording of confidential information on the beneficiaries and their families and friends,



particularly from home visits and interviews. A set of principles or a code of conduct governing the recording, storage, and sharing of any confidential information should be established and agreed to by all stakeholders.

Particular care needs to be taken in establishing a peer monitoring system so that it is not perceived by the beneficiaries as a betrayal of trust and confidence, leading to the breakdown of interpersonal relationships

Involving important and dedicated members of the community to monitor children increases the success of the project

and friendships and destabilizing school or community harmony. This requires sensitive discussion with the children involved and listening to what they have to say. It means setting examples of caring for peers and friends and looking out for their welfare. The objective is to establish lasting monitoring systems within the community that can be integrated into community life and not to undermine them inadvertently.

Data collection

Encouraging communities to be open and honest about child-related issues, including child labor, requires building trust. Much of the information surrounding these issues is personal and, collected and managed inappropriately, can cause more harm than good. One way of ensuring community ownership and support is to involve community members directly in the process from the outset. This might include recruiting reliable and committed volunteers to conduct interviews in their own neighborhoods. People are likely to respond more openly to neighbors, friends, or acquaintances whom they know and trust. Such volunteers are more likely to know how and when to approach people in the community.

In a project by Dos Generaciones in Nicaragua, the data contributed to the national child labor survey. In addition, the organization was invited to participate in meetings with the Ministry of Education and the National Education Forum and was consulted in the design of a nationwide pilot project on educational alternatives for older child laborers.

Data collection is neither crucial nor possible in some circumstances. It is important to recognize the challenges of obtaining some types of data and the potential legal ramifications of collecting, storing, and using confidential information. In all cases, there is a need to respect the privacy and human and legal rights of individuals and families. This requires sensitivity and diplomacy and the support of relevant experts, such as psychiatrists and psychologists, and involving social welfare and child protection services.

Meetings and reports

Monitoring implies that observation is taking place and information is being collected and recorded. To do this effectively, regular meetings with the monitors need to be organized and their capacities in recording, analyzing, and reporting the information strengthened. This is particularly relevant to formal committee structures. Projects in which implementing organizations interact closely with schools and teachers often require information to be gathered on school attendance, academic performance, homework completion, and eating habits. This information is usually stored in files on each beneficiary and discussed at regular meetings between the implementing organization and teachers, enabling problems to be identified and dealt with at an early stage.

Referrals and remedial action

Referral and remedial processes need to be built into the project design in consultation with education, health, social welfare, and legal services, as well as with the police and child protection agencies.

Beneficiary needs and expectations

The needs, concerns, and expectations of the project beneficiaries should be assessed at the outset of the project through surveys and/or one-on-one interviews. Information collected should be updated throughout the project by means of regular consultations with the beneficiaries. This will ensure meaningful participation of the children in the project and assist in monitoring the extent to which their needs and expectations are being met.

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ANPPCAN: Safety network for children at risk

ANPPCAN set up a comprehensive formal structure of CLM committees at different levels from district down to school level in three districts of Mombasa, Kenya. At the top level, ANPPCAN set up District Child Labor Committees (DCLC), below which were divisional committees, location (community) committees, school-based committees, and a large number of help desks.

At the school and local levels, teachers, school management board members, and other staff members were trained in the identification and follow-up of beneficiaries. The DCLC had the overall responsibility of following up cases reported by the divisional committees in their district and linking beneficiaries with other support systems.

The system formed an extensive safety network around child beneficiaries beyond the school gates. The location or community committees included members drawn from the local population, who monitored children's activities outside school. These committees were empowered to handle or refer reported cases of trafficking or hazardous child labor, including taking action against the establishments and individuals involved. The CLM structures interact with each other at all levels to ensure that information is exchanged promptly and that appropriate action is taken. A committee may decide that a particular case under review should be referred to another committee level for action depending on what is required.

The child help desks or focal points were usually provincial administration officers and were based at the community level. They kept track of at-risk children or those who had been withdrawn from child labor. Help desks also received reports on trafficking, child domestic labor, and commercial sexual exploitation for follow-up and appropriate action.

Indicators

The progress and success of monitoring activities should be measured against clearly defined indicators. Establishing these indicators at the outset will facilitate monitoring and reporting processes. Indicators may include, for example: the number of beneficiaries who successfully complete their academic year and pass on to the next stage of their education; the number who move successfully from bridging non-formal to formal school classes; the number of child laborers withdrawn from hazardous workplaces and enrolled in school; or, less positively, the number of children who have dropped out of school and returned to work.

CLM committees

Formal CLM committees can be established at various levels, from school-based committees up to town groups or provincial structures (see box 6b). The composition and functions of a committee depends on its level. For example, a school-based committee will usually involve teachers, principals, school administrators, parents, and students and will monitor all the activities of the beneficiaries while in the school environment. Community-based structures may comprise a mix of community and religious leaders, the police, local authorities, health and social services, parents, employers, youth, and children and are designed to monitor beneficiaries outside the school environment, such as at home, the workplace, during extracurricular activities, or in social situations.

Committees at a higher level would act in an oversight capacity to ensure that beneficiaries are referred to the appropriate services and that there is due follow-up. The data collected at the local level could also be used at the provincial level to feed into a national data collection process and possibly a national child labor program.

The decision as to what formal structures should be established will depend upon various elements, including cost, communications infrastructure, existing support and remedial services, the size of the project and number of beneficiaries, and existence of community-based structures. It is important not to put in place committees and monitoring systems that can not be realistically sustained beyond the life of the project. Where possible, build on existing structures, such as parent-teacher associations, child welfare committees, and students' associations, to ensure sustainability. In the ASHA project in India, women's self-help groups played a pivotal monitoring role. A three-tiered monitoring structure was created involving the women's groups at the community level, the women's federation at the "cluster" level (where a cluster was a group of targeted villages), and the women's parliament, which supported oversight at the project level.

Peer monitoring

Monitoring through peer educators can be very effective. The bond established between peer educators and beneficiaries often enables more detailed information on the activities and backgrounds of working children to be obtained than if it were to be gathered by institutional monitoring systems. This information is vital to the monitoring process,

both in ensuring that the implementing organization can track the movements and activities of the beneficiaries and in enabling educators to monitor progress in cooperation with the children in the classroom. Most of the CIRCLE projects using peer-to-peer approaches relied on these for monitoring purposes to some extent (see Peer Education, p. 144). In the PACF project in Ghana, an anti-child trafficking club was established in collaboration with CIRCLE and the ILO-IPEC LUTRENA project on child trafficking in West Africa. The



Effective and consistent child labor monitoring shows children that they matter and that others care about their health and their future

club acted as a watchdog, protecting their members and their peers from trafficking activities. A forum of all 150 members was organized to discuss activities and also to learn about the legal situation regarding Ghana's Trafficking Act. The children were provided with printed educational materials to assist their peer education and monitoring activities.



It is essential to train monitors thoroughly to ensure the quality and effectiveness of the program

Before setting up a peer monitoring system, solicit the views of the peer educators and gauge their willingness to be involved. It is possible that some may prefer not to divulge the confidences of their young charges, and their desire for discretion should be respected (see section on data confidentiality, p. 170).

Frequency and timing of monitoring

The frequency and timing of monitoring activities should be discussed with stakeholders and monitors, taking into account the reporting and evaluation requirements of the donor. There are various issues that will affect frequency, including the activities and working schedules of the beneficiaries, especially those who are doing seasonal or night work. As mentioned, some monitoring, such as of school attendance, can happen every day as a matter of course and be built into the regular monitoring processes of the institution or body concerned.

A schedule can be worked out that both suits the monitors and takes account of the need to keep close track of beneficiaries. If too much time elapses between monitoring activities, it may be difficult to follow what the beneficiaries have been doing in between, and if they worked during that time, this information will be missed. Make sure that monitoring activities are linked, such as in school and in the community, and that monitoring and the recording of data are integrated into the regular responsibilities and activities of the monitors so that it becomes almost second nature to them. A schedule for regular meetings and submission of monitoring reports also needs to be established and agreed to by the stakeholders. In most CIRCLE projects, meetings were held once or twice a month.

Monitoring locations

The children's activities throughout the week and the places they frequent will provide the clues to where and when monitoring is best carried out. In most cases, the ideal locations will be school, the home, and areas where social interaction, such as extracurricular activities, sport, and leisure activities, takes place. Projects targeting street children, for example, need to monitor the children in the streets, where they live and work. Similarly, anti-trafficking projects focus on the locations where children are trafficked, such as border crossings.

By studying the beneficiary group very closely over time, it is possible to become quite creative in selecting monitoring locations. For example, one project discovered that children would catch a bus into the city to beg and therefore included bus stops in the list of monitoring locations. Another project involving pastoral communities in Kenya learned that a project district had been badly hit by drought and that there was significant movement of livestock in and out of the area in search of better grazing land. The organization running the project visited the area and monitored the movements of the families and the child beneficiaries. This helped to assess the likelihood of the children returning to school when it reopened. The information obtained was critical in elaborating education strategies for children in pastoral communities.

Monitoring the monitors

Monitors themselves need to be monitored. This has a threefold purpose:

- *It allows monitors to provide feedback on any technical assistance needed and to receive encouragement and support. This can contribute to the development of appropriate training content and in-service training to respond to issues raised by the monitors.*
- *It enables the implementing organization to check the quality of data and to conduct security checks on the integrity of monitoring activities. Monitoring activities must be morally and ethically sound, and the implementing organization*

may be required to defend its methods on occasion. Some form of checks and balances can be built into the system by defining different levels of monitoring and ensuring that in the hierarchical structure, a quality control mechanism is included and data is verifiable. This will be important for satisfying donor requirements and in responding to any external enquiries about the monitoring process.

- *Monitoring the monitors ensures that they do not overstep their assigned roles. Unwittingly, monitors may cause harm to beneficiaries or their families by trying to provide a level of psychosocial or psychiatric support for which they may not be qualified. Proper referral systems need to be in place and clearly understood by all, and helplines be accessed or formed, as necessary.*

3.6 Monitoring tools

As part of the design of a monitoring system, some thought needs to be put into what tools the monitors will require. Standard forms and recording procedures can be developed with the monitoring groups to facilitate their work in recording information about the beneficiaries' whereabouts, activities, behavior, and performance against project indicators and recommending follow-up action, such as referrals, counseling, or remedial tutoring. Instruction in how to complete these forms and record, analyze, and follow up data can then be included in capacity-building programs.

The amount of data to be collected on the beneficiaries will depend upon the objectives of the project. There is no point in collecting data for the sake of it. Form templates need to be straightforward and relatively easy to complete. This will encourage monitors to use them. Volunteers or teachers already burdened with administrative responsibilities may resist filling out complicated and time-consuming forms.

The amount of data to be collected on the beneficiaries will depend upon the objectives of the project

Below are examples from CIRCLE projects of the types of data collected and the tools used:

KKPC, the Philippines:

Highly detailed personal data were gathered for each beneficiary, including whether there was a birth certificate, and compiled in a dossier maintained throughout the project. KKPC developed a comprehensive "child profile information form" to collect this data and to ensure children most at risk were selected as beneficiaries (see box 6c).

PACF, Ghana:

A database was created to record the information collected on the beneficiaries, including identity photographs. PACF relied heavily on school registers and the records of the Ghana Education Services.

ASHA, India:

A tracker system was designed that contained comprehensive details on each beneficiary, including: a child reference number; sex and age; community and village; type of work in which they were involved and its location; whether



they were withdrawn from work or prevented from entering work; socio-economic background and health condition; education program in which she or he was placed, educational status, enrollment date, school retention details, and grade completion; and benefits received. The system also made note of the beneficiaries' non-academic talents and skills, such as singing, dance, debating, drawing, sports, and games.

Training local leaders allows the community to have a sense of responsibility and ownership of the program

SCM, the Philippines:

A family profile was developed requiring monitoring of living conditions, sanitary facilities, economic status, health status, education, presence of domestic violence, and the existence of legal documents such as birth and marriage certificates. Among other things, the data helped in assessing what pushed children into domestic employment. In addition, a special mechanism known as the “Quick Action Team” was set up in each school. These teams of trained individuals were activated in cases of child abuse to respond quickly in a discreet and confidential manner (see box 6f).

JUCONI, Ecuador:

A comprehensive spreadsheet was developed to determine the needs and profile of each child beneficiary, including whether she or he was at high risk of returning to work, psychosocial status, existence of domestic violence, etc. The project focused on the children’s educational and psychosocial needs, and home visits were carried out by a trained educator and a therapist. These were seen as a bridge to unite parents and child. As a result of the project, parents become more involved in their children’s education, and the children’s academic performance improved.



Training for child labor monitoring should be repeated so that monitors learn new skills and improve their work

VOCRDC, India:

A survey questionnaire was developed to assess the number of working children in the target area and their school attendance. It was designed and implemented in close collaboration with Village Education Committees, school principals, and teachers. The survey monitored the activities of children working in non-regulated, informal sectors, particularly quarries. On the basis of the survey’s outcome, a community school-enrollment campaign was organized, including the provision of free uniforms and a schoolbook scheme.

WDA, Cambodia:

This project included child beneficiaries participating in a vocational skills training program. Monitoring forms were developed for the employers (shop owners) to track the beneficiaries’ attendance.

4. Sustainability

A challenge of CLM is in ensuring that the system becomes embedded in the community during the project so that it can continue to function after the project ends.

Some ways to achieve sustainability include:

Ownership:

The community and the monitoring groups need to be involved in the design of the CLM system so that they have a vested interest in its success and long-term functioning. In order for this to happen, stakeholders need to see for themselves the positive impact of monitoring on the beneficiaries and the community.

Acknowledgement:

Ownership is further reinforced by acknowledgement of the monitors’ work by the different stakeholders, in particular the community. For that to happen, the community needs to be fully informed of what monitoring activities are going on. Recognition of the monitors’ efforts will contribute significantly to their willingness to continue their work in the long term.

Income generation:

If monitoring is linked to improved income generation, it is more likely to be sustained and children kept out of labor and the work place. The maintenance of these schemes is in the families’ interest to alleviate poverty and improve socio-economic conditions. It may also encourage volunteer participation on the committees and incentives for continuation.

Involving youth:

Drafting young people as monitors can support the long-term impact of a project. Young people can thus be part of a dynamic vision of their community's future, reinforced by the training they receive through the project and their monitoring activities.

Professional skills development:

Some monitors may be able to upgrade their skills further and become qualified workers who can access improved employment opportunities leading potentially to higher incomes. This could boost available income in disadvantaged families and have an impact on the access of at-risk children to education and training opportunities. In this way, school- and community-based monitors could become lifelong advocates for the elimination and prevention of child labor.

Reinforcing existing structures:

Integrating monitoring into existing structures and processes within a school and community may lead to its continuation beyond the life of the project. This is particularly relevant where monitoring systems include public sector departments and officials. Involving public officials can help in identifying sources of government funding that could be used to sustain activities or even to support the project in an ongoing capacity. In some projects, CLM systems were taken over by government and/or public sector departments and integrated into public sector activities, as happened with the VOCRDC project in India, which was tied to the government's EFA program.

Involving qualified professionals:

Enlisting medical professionals, psychiatrists, psychologists, entrepreneurs, school principals, and police officers in monitoring activities can ensure that child labor and education issues are taken up at higher professional and technical levels and that a highly qualified team of advocates is established who can ensure that these issues are dealt with in the long term.

Attitudinal and behavioral change:

Activities that affect the fundamental attitudes and behavior of families, and especially parents, can contribute to sustainable project outcomes. Home visits and involvement as monitors inevitably oblige parents to look more closely at their own attitudes and behavior, particularly with regard to their children working or how they view education. It may even force them to consider whether certain behaviors, such as domestic violence and other forms of child abuse or harmful social and cultural practices, are wrong and should cease. Training and awareness-raising that focus on responsible parenting have a lasting effect on families. Parents become advocates for change, and this inevitably has an impact on their own children's attitudes and behavior and sets the foundation for sustained change across generations. However, to set such a reaction in motion requires sustained focus on the parents and encouraging them to take ownership of the project and the monitoring process.

Activities that affect the fundamental attitudes and behavior of families, and especially parents, can contribute to sustainable project outcomes

Cost factors:

Caution is advised in setting up CLM systems that draw heavily on external financial resources. Keeping costs to a minimum increases the chances that activities will be continued after the project is phased out.

5. Challenges

This chapter gives an indication of how varied and complex CLM systems can be. Each monitoring process carries its own limitations and challenges.

Challenges to take into account with respect to CLM include:

Teachers' burden of responsibility:

School-based monitoring relies heavily on the goodwill and support of teaching and administrative staff. Teachers in many parts of the world have poor working conditions and low salaries, which can result in them having to take on extra work outside of teaching in order to make ends meet. In addition, teachers may have administrative responsibilities that require them to put in a significant number of working hours outside student contact time. In such cases,

they may not be receptive to increasing their workload with monitoring activities. One way to counteract this is to involve them from the outset in discussions on any school-based monitoring system. Appealing to them not just as teachers but also as parents, community members, leaders, and professionals responsible for children's educational development will facilitate their buy-in to the project. Reinforcing the multisectoral nature of a CLM system can help teachers to understand that they will not be assuming monitoring responsibilities alone.

Teachers' awareness:

Poor working conditions, heavy workloads, including high class sizes and associated disciplinary issues, and a lack of understanding, awareness, and even professional training can mean teachers have negative perceptions of so-called "problem" children. These children are often the project beneficiaries, and their behavioral difficulties stem from child labor and domestic issues. Through appropriate training and the provision of information on children's rights, child labor, domestic violence, and other related issues, teachers gain a better understanding of these children's problems and usually become more receptive to efforts to support and help them, including monitoring their school attendance, performance, behavior, and attitudes.

Multidimensional aspect of monitoring:

Monitoring should be multidimensional to ensure overlap between the environments in which child beneficiaries interact. This means that there should be a link between home, school, community, workplace, and other relevant locations. The absence of such links could impair tracking capacities and undermine the quality of data and the system itself. Establishing and maintaining these links, meanwhile, requires effective coordination and communication on the part of the implementing organization and the monitoring groups.

Community awareness:

As with teachers, the community needs to be informed of the project's aims and objectives and its potential contribution to the future development of the community. Monitoring activities within the community will rely on the voluntary efforts of different stakeholders, so it is vital to ensure participation and ownership from as broad a cross-section of the community as possible. This will require appropriate and timely awareness-raising and training for those who come forward to support the monitoring process.

Developing bonds of trust and confidence:

Given the nature of CLM and the need for effective systems to gather data of a personal and confidential nature, it is important for implementing organizations and volunteer monitors to build the trust and confidence of beneficiaries and their families. This is particularly challenging in situations where domestic violence is a problem or children work in the worst forms of child labor, such as commercial sexual exploitation. Establishing this trust can be a slow process requiring patience, sensitivity, understanding and often the support of relevant professionals, such as counselors or psychiatrists.

Encouraging nearby communities to collaborate and share their techniques will result in greater success in monitoring children at risk



Selection of monitors:

Careful consideration needs to be given to the selection of monitors to ensure that they can be successful in their work and are respectful of the community's social norms, hierarchies, and traditions. For example, it may not be acceptable for young people to ask their elders questions of a confidential nature. In that case, enlisting the support of older volunteers as monitors may be more appropriate.

Respecting professional boundaries:

It is vital to be realistic in terms of the expectations of monitors and their training. For example, in some cases, monitors may be capable of providing some level of psychosocial support to beneficiaries or their families, and this could be assured through appropriate training by a qualified instructor. However, monitors could unwittingly cause more harm than good by trying to fulfill the role of a trained health professional. The realms of psychosocial counseling and psychiatric medicine should remain with qualified professionals. Training workshops should clearly spell out at what point monitors should refer cases to those qualified to deal with them. A referral system would need to be put in place to accommodate such situations.

Volunteer groups:

In some cases, volunteers might feel their work is worthwhile and necessary and feel valued in the contribution they are making as long as the project is in operation. However, this could change once the project ends. For this reason, it is vital to mobilize community involvement and ownership to foster sustainability.



Providing materials, or assisting communities to create their own materials to monitor children helps make the project more sustainable

Other relevant chapters

Peer Education, p. 144

Data Collection, p. 179

Data Collection

1. Introduction

Data collection is an important process in project development and vital in efforts to prevent child labor or promote education. Obtaining accurate, detailed information about children working in different sectors in any country in the world is a major challenge, primarily because in the majority of cases the work is illegal. In addition, many children work in the non-formal sector, which is not monitored by most governments and not subject to rigorous control by the authorities. Children also work in hidden and illicit situations, for example, child domestic workers who toil behind the closed doors of private homes or those exploited in the commercial sex industry or the drug trade.

It is not a straightforward matter to collect data on children trapped in these hidden activities. It is also a challenge to find out about children working in the agricultural sector, the industry employing most child laborers, since the areas where they work tend to be remote and hard to reach. UN agencies such as ILO-IPEC have noted the challenges in obtaining reliable data on some forms of child labor in some countries, particularly the worst forms. Therefore, organizations can make valuable contributions through their data collection.

Given the strong correlation between children working and not going to school, data collection should also look at education, with a focus on access and quality, and the reasons why children do not go to school or drop out. It is especially important to find out more about how working children learn most effectively to inform appropriate curricula content and pedagogical methods to support them in the classroom.

Factors in the incidence of child labor include cultural and traditional beliefs, attitudes, and behavior. Thus, detailed information on social attitudes and behavior are useful in understanding the underlying causes. Determining existing attitudes to child labor is also helpful as an indicator against which project impact can be measured (see Awareness-raising).

Likewise, data collection can focus on other factors that are known to contribute to child labor, including poverty, social exclusion, and poor access to public services.

This chapter describes some of the research experiences of CIRCLE projects and the various stages of data collection, analysis, distribution, and storage.



Teachers should be included in data collection activities as they can monitor and provide information on their students

CIRCLE partners with an identified best practice in data collection

Africa	Asia	Latin America
CRADA, Ghana	CSID, Bangladesh	PROCESO, Bolivia
PACF, Ghana	BAT, India	Dos Generaciones, Nicaragua
AMWIK, Kenya	CAC, Nepal	CIRD, Paraguay
ANPPCAN, Kenya		
RAC, Mali		
RADA-SL, Sierra Leone		
CLASSE, West Africa		

2. CIRCLE experiences with data collection

Data can be useful for different areas of project activity, for example to: identify which children the project should target as beneficiaries; monitor the activities of the beneficiaries and their families; gather information for awareness-raising activities and their impact on attitudes and behavior; or establish indicators to measure the impact of the overall project. CIRCLE implementing partners have collected data for any one of these purposes or a combination of them. The methodologies used largely depended on the objective and the possibilities or constraints presented by the local situation.

In Kenya, ANPPCAN set up child labor committees at various institutional levels and facilitated the initiative of one of the committees to collect data on the sexual abuse of children in the project area. Committee members conducted focus group discussions and one-on-one interviews with 300 respondents in the Embakasi Division of Nairobi. While the data collection itself functioned as an exercise in awareness-raising on the commercial sexual exploitation of children and on child labor, the results were used to inform project design, including the most appropriate interventions.

BAT in India set up Information and Resource Centers with the support of youth groups also involved in other project activities. The centers were designed to provide information on the children in each village, on government development schemes available to communities, and on the prevalence of child labor. Setting up centers directly in each target village ensured the availability of more reliable and comprehensive data than that provided by the government.

CSID in Bangladesh collected data to monitor the project's progress with the help of beneficiary children and parents who were involved in all stages, from the planning of the process to data analysis. CSID's staff members were themselves surprised at the success of the children's involvement. Not only were they able to make an important contribution to the process, but also the participation of the children and their parents greatly aided their sense of ownership of the project.



CIRD in Paraguay collected data on the various accomplishments of the project and the lessons learned through implementation. The data were collected by a social worker, who coordinated communication and activities between the different stakeholders and beneficiaries, including children, parents, teachers, and CIRD staff. Analyses were shared with teachers, social workers, and staff. Data analysis also provided a broader overview of the project's progress and achievements.

Establishing a helpdesk can be useful in updating databases

Dos Generaciones in Nicaragua carried out a survey to map education and child labor challenges in the targeted area. The survey team was selected based on reliability and commitment to their community. Interviews were conducted in each surveyor's own neighborhood, and the personal approach significantly enhanced the level and detail of response.

AMWIK in Kenya and RADA in Sierra Leone carried out pre- and post-intervention surveys, both to inform the projects and to measure their impact on attitudes and behavior. RADA used the data in project planning, to select beneficiaries, and in awareness-raising activities (see box 7a). AMWIK raised awareness through taped radio programs that were discussed by community groups and child rights clubs (see Awareness-raising). They each hired a consultant and a group of students to conduct Knowledge, Attitudes, and Practices (KAP) surveys in the two districts in which they intervened. The consultants used a combination of group and individual interviews to enable informants to disclose private information as well as make general observations. The data obtained were reproduced in reports and shared with stakeholders. At the same time, the information was used to compose the radio programs, in collaboration with experts and people from the communities.

PROCESO in Bolivia sought to determine the educational deficiencies of the beneficiaries and their needs in terms of content, methods, and pedagogy. To obtain this information, they conducted tests with 170 child laborers and interviewed a further 18. The results enabled them to develop curricula tailored to the needs of the target group.

In Ghana, CRADA carried out a baseline survey during the first two months of the project to assess the incidence of child labor in the project area, to identify the target groups, and to produce information upon which a monitoring and evaluation system could be based. Once the project was running, the organization expanded the database with relevant monitoring information. The data gathered were examined during monthly staff meetings and quarterly meetings involving the community, district-level government representatives, peer monitors, and the local police.

CAC in Nepal did a baseline community assessment of 400 out-of-school children. The data included the age, sex, and ethnic origin of the children and their social and economic status. CAC used the results to develop selection criteria for the project beneficiaries. The exercise allowed them to provide assistance to those most in need of support.

Similarly, PACF in Ghana drew on the data from a baseline study to verify the background of 163 out-of-school children. Data for the baseline study were collected in some innovative ways. For example, an awareness-raising campaign was launched to inform the community about the data collection process and to encourage a broad response. In addition, schoolchildren were asked to provide information on siblings and peers who were not in school. Out of the 163 children who were eventually registered as not being in school, 40 were selected as those most in need of immediate attention and support. The children's data, including their photographs for easy identification, were stored in a database that was later also used to monitor their retention in school. PACF kept the data on the 123 children that could not be supported by the project to advocate for additional funds.

The CLASSE project in West Africa conducted a baseline study to ensure that reliable data were available to support the improvement of local education systems in the targeted areas.

7a

RADA-SL: Research in remote communities

The RADA project in Sierra Leone focused on the isolated Kemokai Section, which is close to the Mano River Bridge that connects the country with Liberia. The organization suspected that child trafficking and war trauma were important issues in the area that was beginning to recover from 11 years of civil conflict. Nevertheless, it required detailed information on the situation on the ground in order to ensure that the most urgent needs of the children and the community would be addressed during the project.

RADA conducted a survey of 200 people in 11 villages. Interviews were carried out with women, children, men, police officers, government representatives, and chiefs. The questions focused on household composition and growth, education, and literacy and on various issues related to child rights, child labor, and child trafficking. It was discovered that many children were out of school because there were very few schools left after the war. A high percentage of children were working in illegal border trade and the commercial sex industry, and child trafficking was a common phenomenon. The causes were attributed to the social and economic breakdown arising from the war and widespread ignorance.

The data were validated through focus group discussions, and a list of priorities to be addressed was established in collaboration with the communities. Throughout the project, the data were used in various awareness-raising activities. Towards the end of the project, RADA conducted research to measure the impact of the activities. A survey was carried out in the same 11 villages plus a control village that had not been part of the project. In addition, interviews were held with opinion leaders in the project area; focus group discussions were organized with the stakeholders; and case studies were put together of children who had been involved in worst forms of child labor. The results were published in a report that was shared with the stakeholders.

3. Designing a data collection approach

Data collection is vital in gaining a detailed understanding of the local situation and the characteristics of the beneficiary and stakeholder groups and thus informing the design of project interventions. Effective data collection at various times during the life of a project reinforces efforts to sustain its outcomes in the longer term as it reveals what works well and what works less well. Involving a wide range of stakeholders in data collection can foster a strong sense of project ownership and raises their awareness.

The four steps below are required in establishing a data collection plan to ensure that the process and measurement systems are effective. These steps correspond to the three main phases of data collection (before, during, and after the project):

Pre-data collection

1. Clearly define the goals and objectives of the data collection.
2. Establish operational definitions and methodology for the data collection.
3. Ensure data collection (and measurement) repeatability, reproducibility, accuracy, and stability.

During data collection

4. Quality and sensitivity of the data collection

Keeping in mind the format, timeframe, resources, and capacity of some projects, it may not be necessary, or even useful, to conduct lengthy, costly, and technically detailed research activities. Some projects can be as short as six months and yet still require information on the project area and beneficiary groups. If data is collected, it should always be concerned with the science of data collection and select the best methods that best answer the questions given the time and resource constraints. It is important that a clear plan is established, with achievable goals and objectives, that organizations are transparent and ethical in their approach, and that the process is as effective and representative as possible. Ultimately, all project activities should be respectful of culture and people and aim to serve the best interests of the children involved. In the BAT project in India, for example, conventional and non-conventional methods were used to gather and verify data, including household surveys, focus group discussions, and simple observation of community life and activities.

3.1 *Creating an enabling environment for data collection*

A preliminary step would be to identify and map out research that has been carried out by others either in the same geographical location, on similar target groups, or on similar topics. It is also possible that other organizations, including national or local government bodies such as statistics offices, international NGOs, and UN agencies, particularly ILO-IPEC or UNESCO, may be interested in the outcome of any research undertaken in the context of the project. If this is the case, it is possible that other resources, not just financial, could be mobilized or partnerships created.



3.2 *Defining the purpose of data collection*

Step one is to clearly define the goals and objectives of the data collection. As mentioned earlier, data collection can serve either to inform the project or to measure its impact, or both. The process can also contribute to increased community involvement. Clearly defining the objective(s) is necessary to decide upon the methodology and the use of the data obtained.

Holding community meetings can be one of the approaches to obtaining information

A good data collection plan should include:

- a brief description of the project;
- the specific data that are needed;
- the rationale for collecting the data;
- what insight the data might provide for the benefit of the project and how it will help to address the situation;
- what will be done with the data once it has been collected.

3.3 Choosing a data collection methodology and conducting the activity

Having established the purpose of the data collection, it is possible to move on to steps two, three, and four: establishing operational definitions and methodology for the data collection plan; ensuring data collection accuracy and stability; and carrying out the data collection. Again the 5 Ws come into play.

Who:

Who are the subjects of the study or survey and who will carry out the physical data collection? Depending on who will carry out or assist in the collection of data, will training programs be required to help in this activity?

What:

What data will be collected?

When:

When will be an appropriate time to conduct the activity: before, during, or after the project, or a combination of these?

Where:

Where will the activity take place? If it involves focus group discussions, where will the groups meet? If it concerns education, will the place of data collection be local schools? If children are to be individually interviewed, will these interviews be arranged at their homes, their places of work, places of recreation, or their places of education?

Why:

What is the purpose of the data collection? Why is this information required?

How:

How is the data to be collected? What methodology will be used? How will it be recorded? How will it be used? What is the size and scope of the sample?

Looking at the above questions often raises other questions that might not have seemed obvious at the outset. For example, are there enough resources to carry out the data collection? What action could be taken if the parents in a particular community refuse to answer the survey questions? Thorough preparation is required, including considering what actions to take in the event of an unexpected situation or outcome.

7b

CLASSE: Baseline survey to guide project activities

The CLASSE project aims to improve capacities in agriculture and prevent child labor by strengthening the relevance of education to the cocoa farming sector in West Africa, including its impact on migration to work on cocoa plantations.

At the outset of the project, a baseline survey was designed to collect data in order to:

- identify the nature and type of work undertaken by children;
- assess the risks and constraints related to these activities;
- assess the socio-economic, health, and educational environments in which children live and interact in the targeted areas;
- identify areas where data gaps exist;
- analyze national education policy and education programs and projects;
- analyze various causes of rural migration;
- identify and categorize various destinations of migrants and their living conditions;
- analyze the impact of rural migration on food security of rural households;
- propose solutions.

The study revealed that the beneficiary groups would remain in their villages if there were appropriate alternatives to migration, including access to affordable education and skills development that would enable them to continue to farm productively.

Selecting respondents

If a project population is already known and limited in size, a data collection survey may include everyone involved. The same applies when the purpose of the activity is to select beneficiaries. However, when the population is large, some form of sampling will need to be used. In areas where people are officially registered, a random sample is easily conceived. In many areas around the world, this is not the case and methods such as including every tenth house in the community or something similar can be used.

If a specific group is targeted from a larger population, “snowball sampling” may be a useful technique, whereby respondents refer the interviewer to other respondents in the same group. For example, a street child might help identify other street children to be interviewed.

When a survey is done to measure impact, respondents should include the target group and perhaps some outsiders to serve as a control group. Other considerations are whom to speak to within a household, and whether they should be interviewed separately or collectively. For example, can one family member speak for all, or should various household members be compared? What if the male head of household feels offended if he is not part of the research, but the researcher suspects that his wife may have better information? Should children be interviewed in the presence of an adult or parent? These and similar questions need to be taken into consideration when selecting respondents, and the options need to be weighed while considering the type of information that is sought and the available time and budget.

Individual interviews

Interviewing one person at a time is a good method to use in the following circumstances:

- *when information needs to be traced back to each person;*
- *when soliciting views unbiased by the opinions of others;*
- *when a certain degree of confidentiality is needed.*

If possible, a setting should be created in which the respondent’s privacy can be assured. This is not always easy, especially if the interview takes place in the informant’s home. It may help to explain to other household members the importance of speaking to each person separately, or to come at a time when the person may be found alone. Alternatively, the person may be invited to join the researcher at a place away from home. Sometimes, none of this is possible and the researcher has to deal with the presence of other people. The interviewer should be aware that this is likely to compromise the

results and take note of the circumstances under which the interview is held to assist in preparing the analysis report.

Questionnaires and developing interview questions

Baseline surveys and studies as carried out by several CIRCLE implementing partners involved collecting data through questionnaires. Common methods of developing questionnaires or interviews include open, semi-open, and closed questions. The last two have the advantage of generating quantifiable data that allow for easy comparison. This is particularly useful when interviewing a large number of respondents and when the survey is carried out by more than one person. However, developing a questionnaire with closed questions is feasible only when the possible answers are already known. This makes the method suitable for gathering demographic data but less so for describing a child labor situation. Open

When a survey is done to measure impact, respondents should include the target group and perhaps some outsiders to serve as a control group



Village leaders can help provide valuable information about their communities

or semi-open questions allow the respondents more freedom to express themselves in their own words. The less the researcher knows about the issue involved, the more important such freedom becomes. A good interviewer may choose not to stick to the order of the questions or topics on the list, but to let the respondents take the lead. The most open form of interviewing, and often the most interesting, is capturing life histories. The obvious disadvantage to the more open methods is the difficulty in analyzing and comparing the data. Qualitative data require much more time and skill on the part of the researcher to do more aggregation and analysis. Often, surveys contain both open and closed questions in order to garner the benefit of quantifiable data as well as the more interesting qualitative data.



Communities can involve parents in the data collection process which helps them have a sense of ownership of the project and their child's well-being

Focus group discussions

Group interviews may be used singly or in combination with individual interviews. They are particularly useful when there is a time constraint, when the researcher wishes to observe the interactions between people, or when a debate is sought. When used in combination with individual interviews interesting comparisons may arise. For example, in focus group discussions in its project in Kenya, AMWIK was told by adults that child labor was a very rare occurrence in the area, but children from the same community in individual interviews cited many cases of child labor known to them.

The composition of the group also requires some attention. For example, in many societies women will not speak in the presence of men, and children are expected to keep quiet in the company of adults. However, in areas where people have been involved in awareness-raising and advocacy for some time, they may have learned to overcome such traditions and attitudes. Clearly, careful consideration needs to be given to group dynamics in order to ensure that the data collected are as reliable as possible. Similarly, the success of mixed group activities can quite often depend not only on the context, but also on the subject being researched. Taboo topics or ones that carry a sense of shame or dishonor, such as sexual exploitation, trafficking, domestic violence, and other forms of abuse, are generally discussed more easily within same sex or same age groups.

Other forms of data collection

As the experience of PROCESO in Bolivia has shown, data collection need not be limited to surveys and interviews, but can include academic tests to establish the educational level of children, the gaps in their academic capacities, and their needs and expectations in terms of content and learning methods. The expertise and experience of education specialists are necessary in designing such tests. (See also Child Labor Monitoring.)

Use of a control group

Strictly speaking, impact can only be measured if data are checked against a control group, both at the start and at the end of the project. After all, without a control group, it is not possible to ascertain for sure whether the situation at the end of the project can be attributed to project intervention or to other factors. In the context of many child labor projects, however, using a control group would be inadvisable since people would be asked to provide information on their problems without any chance of receiving assistance. A feasible and acceptable exception is the comparison of school records for enrollment and retention rates and school results. Another option would be to include the control group in the assistance after the impact has been measured. However, this would require steady funding and long-term planning by the implementing organization.

3.4 Identification of data collectors

The experience of CIRCLE projects has shown that data may be gathered by the implementing organization's own staff members, project stakeholders, or professional consultants. For example, in the CIRD project in Paraguay, data were collected by a social worker who was given the responsibility of interacting with different stakeholders in the project, including teachers, parents, and children (see box 7c). There are several advantages to using consultants to collect data as not only are they professionals in their field, but they are also impartial actors and have a certain level of anonymity. For impact measurement, it may be useful to involve someone from outside the organization who has an unbiased view and to whom people can speak frankly. Similarly, when sensitive information is requested, it may be easier for respondents to talk to a total stranger whom they know they will never meet again.

Conversely, it is possible that sensitive information will only be forthcoming after a relationship of mutual trust has been built as often happens between implementing organizations and project stakeholders. For example, the beneficiaries in the RADA project in Sierra Leone had suffered war trauma and sexual abuse and would only talk to field staff about their experiences after weeks, or sometimes months, of counseling sessions.

The experience of CSID in Bangladesh shows that the collection of data by stakeholders may yield unexpected results, as the staff members were surprised at the level of engagement by the child beneficiaries in the activities. ANPPCAN in Kenya, meanwhile, demonstrated that the entire exercise may be a stakeholder initiative. While in such cases data confidentiality needs to be handled with care, this kind of stakeholder participation certainly increases their sense of ownership of the project and their understanding of the issues involved. Similar observations were noted in the BAT project in India, in which youth groups were responsible for collecting data, including visiting homes to verify data, particularly concerning out-of-school children. BAT found that by involving various stakeholder groups in data collection, including youth and women's groups and teachers, it was possible to cross-reference information on certain children and assess their levels of vulnerability. In this way, children who were particularly at risk were identified rapidly and appropriate action taken. This was possible only because of the level of involvement of community stakeholder groups. The data collected were critical to the work of BAT in designing effective interventions.

For impact measurement, it may be useful to involve someone from outside the organization who has an unbiased view and to whom people can speak frankly

7c

CIRD: Learning lessons through data collection to improve implementation

In Paraguay, CIRD set up monitoring activities within the project to provide data on: the progress of beneficiary children in academic and emotional fields; the participation of parents in project activities; hygiene- and nutrition-related outcomes (which was a project focus); and pedagogical methodologies in the classroom. The data were collected by a social worker, who had the responsibility of interacting and communicating with each stakeholder. This included regular visits to the schools attended by beneficiary children to conduct individual interviews with their teachers and also to the families for regular exchanges with the parents on their child's academic progress and their own participation in the project's activities.

As well as these consultations on beneficiaries' progress and problems, the social worker also conducted monthly academic evaluation tests for each child and maintained a detailed profile that could be accessed at any time. These assessments ensured that challenges were identified and addressed in good time and that positive outcomes were reinforced.

Dos Generaciones in Nicaragua found that no data were available on the child labor and education situation in the target area, although it needed the data to design the project interventions, including the elaboration of an advocacy strategy. Community activists were therefore identified as survey team members based on their reliability and commitment to working for the benefit of the community. Capacity-building on data collection and interview techniques was provided, and their personal knowledge of families in their neighborhoods helped considerably in obtaining relevant data and in putting respondents at ease. Other stakeholders, such as community leaders, supported the survey process by stressing its importance and the need for everyone to cooperate. Data were collected on child labor, children's ages, hours of work, academic levels, and school attendance, including specific information on why children were working and why school attendance rates were low. The survey revealed that 3 out of every 10 children in the target area were working and that 25 to 30 percent do not go to school at all. In addition, the average age of child laborers was between 7 and 12 years, and 3 out of 5 were girls.

Individuals selected as data collectors from within the community must be acceptable to the respondents. This could mean making selections based on a consultative process to ensure that data collection is effective. Considerations of age and gender are important. Professional consultants from outside the community may be perceived as intimidating, especially if they are educated and from an urban setting and dealing with rural or illiterate respondents.

Professionals work faster, may be able to cover a larger area, and can include a control group if necessary. They can also help build capacity in the community by passing on skills in this field. However, they are more expensive. The choice of volunteer or professional will ultimately depend on the data collection plan developed at the outset, the purpose of the exercise, the type of data to be collected, the available



Consideration must be given to the age, gender, and affiliation of individuals while selecting data collectors

3.5 Capacity-building

Working with volunteers may require the elaboration and implementation of training programs and monitoring. Dos Generaciones in Nicaragua ran two training workshops for the community-based data collectors. Professionals work faster, may be able to cover a larger area, and can include a control group if necessary. They can also help build capacity in the community by passing on skills in this field. However, they are more expensive. The choice of volunteer or professional will ultimately depend on the data collection plan developed at the outset, the purpose of the exercise, the type of data to be collected, the available.

3.6 Analyzing and sharing data

Step 5 of the data collection process involves follow-up. Data collection only serves a useful purpose if the results are analyzed, stored, used, and, where relevant, shared. Use of the data will depend on why it was collected in the first place. For example, BAT in India made rapid and effective use of the data to inform the design of project interventions for the target groups. Data can be shared through reports, the creation of an electronic database, or by other means. Whether or not the information gathered should be publicly accessible will depend on the type of data and the level of aggregation and non-individuality.

As a rule of thumb, individual data require protection, but anonymous analyses and figures can safely be made public. For example, while it would be unethical to distribute the names of children who have been sexually abused, the use of percentages of abuse within a given area in awareness-raising products would be both acceptable and useful. Even data as straightforward as household composition may be sensitive in areas where ethnicity or religion are political issues, where there are high rates of broken homes, or where domestic violence occurs. Any data that can be traced back to individuals should therefore be carefully protected from public access. This will normally imply that one or a few persons are appointed to manage the database and control access to the data. Such precautions apply to the entire life of the database. Even its final destruction needs to be handled with care so that pages containing sensitive information are not left lying about in some public place.

That said, the idea of a database is to store information in such a way that it is accessible to those who can benefit from it. Depending on the target audience and the purpose of keeping the database, information may be printed or shared orally or in some other form, for example, through the Internet. In the absence of reliable national survey data, local research on child labor may be used by scientists and policy-makers. Governments that are serious about dealing with child labor and monitoring the issue might consider the creation of a national child labor database into which organizations and researchers could input relevant information. Organizations that are members of national or even international networks

could consider a similar enterprise, including the establishment of a web-based database. Likewise, organizations whose primary purpose of data collection is to design project strategies or to use the information in awareness-raising might consider storing the data, or parts of it, to preserve for later use or to make them accessible to a wider audience.

Part of the follow-up process, therefore, should include reviewing the data collection plan and contacting potential organizations, institutions, agencies, and individuals to discuss the outcomes of the data collection and assess its value to others. In the Dos Generaciones project in Nicaragua, the government expressed its appreciation of the child labor and education survey, highlighting its contribution to national data collection. The organization was invited to participate in meetings with the Ministry of Education and the National Education Forum and was involved in the design of a national project offering educational alternatives to adolescent child laborers. This highlights the potential impact of good data collection and also how these activities can be used to strengthen advocacy efforts in collaborating closely with local and national government departments of statistics. These surveys can provide invaluable data to government bodies responsible for statistical analysis and for informing policy and program development and reform.

4. Sustainability

Effective data collection can contribute to sustainability in a variety of ways:

Ownership:

By involving project stakeholders and beneficiaries in the process of data collection and its follow-up, it is possible to foster the community's sense of ownership of the project as a whole and its outcomes. Those involved in the collection or even provision of data become interested in the process and the purpose for which it will eventually be used. This is particularly true in situations where the data will be collected to inform the design and provide content for awareness-raising activities, as this knowledge and understanding can influence and measure attitudinal and behavioral change among stakeholders and beneficiaries alike.

Involving children and young people:

Linked to the issue of ownership, the involvement of children and young people helps them to share a vision of their community's future, supported by the training they receive and their data collection activities.

Professional skills development:

The project can contribute to skills development within the community when stakeholders and beneficiaries assist in the collection and possibly the processing of data, including analysis. Volunteers may upgrade their skills and enhance their employment opportunities leading potentially to higher incomes. This could improve available income in disadvantaged communities and impact on the access of at-risk children to educational and training opportunities.

Involving qualified professionals:

Enlisting professionals in data collection and analysis can lead to child labor and education issues being taken up at higher professional and technical levels and to the mobilization of a highly qualified team of advocates.



Attitudinal and behavioral change: Data collection that contributes to the development of awareness-raising and advocacy activities can affect fundamental attitudes and behavior in targeted communities and contribute to sustainable project outcomes.

The needs of target beneficiaries can best be determined by conducting extensive studies of the area

5. Challenges

Certain issues, if not handled appropriately, can compromise the effectiveness of outcomes.

Resource implications:

Data collection, storage, and analysis can be a complex, labor-intensive, and costly process. It can require trained personnel and appropriate equipment and locations to store and analyze data. This can have an impact on a project's human and financial resources as, in some instances, the requisite equipment and skills are not available in the target communities. This issue therefore needs to be well thought through at the design and planning stage.

Building rapport between data collectors and respondents: To obtain confidential data, a degree of rapport between the researcher and the respondent is necessary. To create an enabling

environment to support data collection, three factors are of importance. First, the researcher's attitude should at all times be respectful toward the informant. If the latter senses any disrespect, such as a sense of superiority on the part of the researcher because of her or his educational or social background, the informant will likely refrain from confiding in the interviewer, thereby compromising the quality of the data. Second, the researcher should try to create an informal and relaxed setting and make sure that the respondent is comfortable and does not feel threatened in any way by the process. Even simple techniques such as ensuring that focus group discussions are arranged in a circle to invite everyone's full participation can help. Third, if at all possible, the interview should be conducted in the language in which the respondent feels most comfortable, if necessary through the use of an interpreter. This not only helps build rapport, but enables informants to express themselves with ease and nuance.

Capacity-building:

The outcome of data collection should not be compromised by lack of preparation, including capacity-building. Likewise, if the process is to be handled by professionals from outside the community, they should be briefed in detail to ensure that they are fully aware of cultural and traditional issues that require special attention, or even the problem of language.

Data type:

Another issue for consideration is the type of data being sought, for example facts, attitudes, or accounts of behavior. While facts such as demographic data are the most straightforward, they might not be as easy as it would seem to obtain from respondents. For example, when questioning respondents about the number of children they have, should the answer include stillborn children or only live births? What about children who died? Should foster children be included? And what about their own children who have been placed with other family or friends for fostering? It becomes even more difficult when researching birth dates in some communities. Some respondents might not remember dates at all. Some remember events at the time of the birth, from which the date can be more or less traced. The researcher might consider dates to be very important, but in some communities, they might mean very little in people's daily lives. When asking about attitudes, researchers must be careful to maintain a neutral approach. If not, respondents might be tempted to provide the answer they think the researcher wishes to hear. It is in such cases that language and the words chosen to phrase the question and answers are very important. Subtle differences may generate entirely different answers. If questionnaires need to be translated, therefore, this should be done carefully. Before doing the full survey, the questions should be field-tested in all languages. And lastly, human nature is such that respondents might give a slightly more positive picture of themselves when asked about their behavior. Thus, researchers should build verification points into the survey to compare views, facts, and accounts of various people.



Data obtained from the community must be analyzed and shared with the community

While facts such as demographic data are the most straightforward, they might not be as easy as it would seem to obtain from respondents

Trauma:

Some projects on child labor tackle very sensitive issues, such as trafficking and sexual exploitation. In cases such as these, it is vital to be cautious in carrying out research activities, particularly with children, and avoid creating further trauma for those who have suffered. It is advisable, if at all possible, to have appropriate professional support on hand during questioning of this nature to deal with any mental or emotional issues that arise and to ensure that questions and answers are suitably phrased.

Follow-up:

Data collection, particularly when it involves volunteers from within the community, may raise certain expectations among stakeholders. It is important to ensure that the follow-up process of analysis and use of the outcomes, such as the design and implementation of awareness-raising activities, happens relatively soon afterward and that stakeholders and beneficiaries are involved in the follow-up activities as well. This should lead to a further strengthening of project ownership and help to sustain the outcomes in the longer term.

Other relevant chapters

Awareness-raising, p. 45

Child Labor Monitoring, p. 156

List of CIRCLE Sub-Contract NGO Partners

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