



Bi-annual report for:  
Out of Work and into School: Joint Efforts towards  
Child Labour Free Zones  
(May to October 2015)



# Introduction

Hivos was granted with a project, called: **"OUT OF WORK AND INTO SCHOOL: JOINT EFFORTS TOWARDS CHILD LABOUR FREE ZONES"** by the Ministry of Foreign Affairs in March 2014 for a period of 3 years, from May 2014 to April 2017 with a total amount of EUR 5,000,000.

The project is coordinated and partly implemented by Hivos as part of the Stop Child Labour Programme. Stop Child Labour (SCL) is a coalition of different Dutch, NGOs and Trade Unions and works closely together with partner organisations in Africa, Asia and Latin America.

For the Out of work and into school project, Hivos works with 5 other Dutch coalition members and with several local partners in the participating countries of India, Mali, Nicaragua, Turkey, Uganda and Zimbabwe. They are working on strengthening and expanding child labour free zones, where possible and relevant with the active participation of CSR initiatives and companies. These Dutch organisations are:

- *Stichting Kinderpostzegels Nederland* who implements CLFZ with ENDA Mali and Alphalog in Mali.
- *FNV Mondiaal* who implements a CLFZ with BWI in India in the natural stone sector and in close collaboration with the Dutch Teachers Union (AOB) and Education International works on complimenting the CLFZ projects in Mali, Uganda and Zimbabwe. In Turkey and Nicaragua, the focus is on piloting a CLFZ. In addition, all Teachers Unions including Education International are working on lobby & advocacy issues regarding quality education on different levels. *FNV Mondiaal* also has a strategic campaigner focussing on the hazelnut, gold, garment and seeds sectors within the FNV and SCL networks.
- *ICCO-Kerk-in-Actie* who implements CLFZ in Mali through partner CAEB focussing on the shea and sesame sectors; in Zimbabwe through partner ZNCWC focussing on the tea value chain and in India through partner SAVE focussing on the garment sector and leading a platform on capacity building of SCL partners as well as lobby & advocacy tasks.
- *India Committee of the Netherlands (ICN/LIW)* who implements a CLFZ, through Manjari in close collaboration with a company in the natural stone sector in India. ICN also has a senior policy advisor and a CSR officer working on the Out of work and into school project.
- *Hivos* who implements different CLFZ through the Hivos Regional Office in Kenya with CEFORD and in close collaboration with a coffee company and a certification standard on the coffee sector in West Nile, Uganda; through NASCENT in an urban area of Kampala and through UNATU in a semi-urban area in Entebbe. Hivos also implements, through the Hivos Regional office in Zimbabwe, a CLFZ through CACLAZ in the tea sector in Chipinge, Zimbabwe. Hivos also has a programme manager, CSR officer, strategic communication advisor, M&E officer, technical advisor, communication officer and finance officer.

All the projects are being implemented and already some good lessons can be learned. So far, 3,977 children aged 6-18 have been prevented from dropping out of school and

have been withdrawn from child labour and integrated into full-time formal school as a direct effect of the project interventions. 1,001 children aged 6-18 have been placed in bridge schools, preparing them for enrolment into formal education.<sup>1</sup> However, many more children as well as adults have benefited from the project interventions, for example through the awareness raising, school environment improvement, worker's rights programmes, CSR initiatives, adult income generating activities and savings activities, lobby & advocacy on community, district and national level, among others.

This report gives updates on the previous annual report that covered the first year of the project from May 2014 to April 2015. Progress has been made on more engagement with companies, CSR initiatives and certifications standards to involve them more in taking their responsibility and tasks on child labour issues. Within the CLFZ some good progress is being made on social mobilization, strengthening local structures, involvement of different actors and setting up monitoring committees.

A midterm review will be conducted during the next reporting period to measure the progress and learn from the implementation so far.

*"I was made to look after goats and cows that denied me the right to school and left me illiterate. I don't want to see another child going through my experience. I will fight those involved in child labour until the child is released from such captivity", said 71 year Martin Ojengo of Oleny trading in Erussi sub-county, Uganda*

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<sup>1</sup> The number of children placed into bridge schools and the number of children enrolled into formal full-time education cannot be added up due to duplications: the children enrolled into bridge schools ideally will be part of the number of children mainstreamed into formal education in the future. The number of children prevented from dropping out of school may be higher than currently presented, a cautious estimate has been used in order to avoid duplication of numbers.

# Uganda

## CEFORD: Child Labour Free Zone project in a coffee grown area in Nebbi district - West-Nile Region.

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	1,530
Number of children (6-18) mainstreamed into formal full-time education	125
Number of children (6-18) prevented from dropping out of school	166
Number of children (6-18) placed in bridge schools	-

### Results

Awareness raising: community members gained knowledge and skills in identifying child labour in their households and within the community and this has enabled them to understand the existence of child labour in Erussi and the need for curbing it by involving all the stakeholders.

Community involvement: the community started a social initiative called "child labour talk" in which village members in their social gathering like funerals, traditional marriages, communal digging and road conversation, talk about child labour and its effects to their household and the entire community. It has enabled the community to appreciate the project and concert efforts towards eliminating child labour.

Committees: there are 4 well-functioning Stop child labour committees integrated within existing structures in the four villages who are voluntarily working to ensure that child labour is completely eliminated from the areas. In addition, four

community change agents were appointed, who are within the community and well informed School Management Committees (SMCs) and Parent Teachers Associations (PTAs) are equipped with skills and knowledge on child labour.

Involvement of companies: beside Kyagalanyi and Utz, who are partners in the CLFZ project, several other coffee companies and certification standards have shown interest in fighting child labour in their area of jurisdiction and this includes Kawacom, Nyokofa, Carana and Solidaridad, who are now very ready and willing to join efforts in fighting child labour in Nebbi district and particular in coffee plantation as well as other forms of child labour.

Involvement of authorities: the sub-county and district authorities of Erussi and Nebbi respectively, Ker Alur kingdom, NEZOMA (Nebbi and Zombo Media Association) and several other institutions are reinforcing sustainability of SCL.



*Children and other stakeholders keenly watching child labour video during coffee show. Kyagalanyi, Utz and CEFORD sharing a place at the coffee show and together raising awareness to end child labour and get all children at school!*

## Nascent: All children in school: Child Labour Free Zone Project in Urban Kampala.

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	440*
Number of children (6-18) mainstreamed into formal full-time education	-
Number of children (6-18) prevented from dropping out of school	-
Number of children (6-18) placed in bridge schools	155

\*includes children 0-6 years old

### Results

Youth volunteers: the project team is working with youth volunteers who as a group have formed themselves into a Child Protection Forum (CPF). They meet once a month to share and reflect on their achievements in the month past and what they should concentrate on in the following month. They have received the first series of training to understand the project and more trainings are being organized for them to make them more active and more focused.

Involvement of local leaders: the project team has oriented local leaders of two zones on the project. These two committees hold village meetings and children's education has been put on the village agenda during these meetings.

Involvement of the police: there is a Uganda Police Force station in the community, which has within it a department that is supposed to handle issues of children and families with community outreach activities, though it is not active. The project has initiated a relationship with this CFPU department and discussions are ongoing on collaborative activities with the project team to sensitize community members.

Norm setting: the high mobility and constant migration of communities within the CLFZ project site implies that there is need for constant monitoring and tracking to ensure that the villages are child labour free and all children are in school. This requires high community involvement in initiatives to enhance ownership. The project team is working with landlords (who own the rented homes) to make schooling a condition of renting their property. Two landlords have already put such conditionality's as part of the renting agreement and they do not rent out their premises to parents whose children are not attending school. The project team is building on this initiative and working with other landlords in their efforts to build consensus around the norm that every child in the zone must be in a nurturing educational environment by harnessing and crowding in positive practices and changing negative practices. This renders the initiative a demand driven process.

Alternatives for school fees: the project team has identified schools in the community to support caregivers' livelihood strategies by providing partial and full fee waivers to needy children and allowed some parents to pay fees in instalments.

## Case Study



*Mr. Kibera sensitizing community members about children's education*

### KIBERA THE POSITIVE DEVIANT

Kibera Godfrey is a local leader (Defence Secretary) in Kasubi Zone 3. This zone has the highest population in Uganda but like urban poor locales, has high levels of insecure housing, poverty, worst forms of child labour (including child sex work) and single parent headed families. Though they are only about three-kilometres from Kampala city centre, they are "technically a hard to reach area" which lack basic social services like education, health facilities, basic infrastructure and risky sanitation practices. In such an environment, the battle to survive is intense and this takes precedent over education, which is not deemed urgent. As a result education has not been high on the agenda of local leaders.

Kibera, is a positive deviant who has gone against the grain and subverted the norm of disengaged men and is actively working to ensure that all children are in school. He has been ridiculed by some community members, told he is wasting his time volunteering instead of making money, fighting hard to change a community he found that way. Out of jealousy and malice he has been falsely accused of crimes he did not commit and twice he has been jailed at police cells instigated by some fellow community members to "calm him down" (to make him drop his high ambition of changing the area). Despite these hardships and even with a false pending criminal case at the police station, and all the insults he has received, he is resilient in mobilizing his community to take their children to school. He is working on resurrecting the village meeting culture, he is actively involved in collecting data from his zone and has already visited 610 households, identified 71 boys and 69 girls out of school and is motivating parents to take their children to school. He is spearheading the process of creating community by-laws in his zone. Because of his zeal and dedication, fellow local leaders have pledged support to the SCL project. Neighbouring zones are working on placing local posters in their communities saying "All children in our zone must be in school".

## India

SAVE: Child Labour Free Zone in the garment industrial area of Tirupur and a conducive (safe) environment for migrant workers in the Child Labour Free Zone.

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	3,512
Number of children (6-18) mainstreamed into formal full-time education	187
Number of children (6-18) prevented from dropping out of school	173
Number of children (6-18) placed in bridge schools	30

### Results:

Children's parliament: 12 children's parliament are formed with 184 children inclusive of 62 girls. The leaders of the parliament are getting trained on the leadership role and taking responsibility.

Training for workers: different training sessions were conducted for garment workers and legally working youth on: education, labour law, gender, financial literacy and social security, leadership training, trainings on Freedom of Association with Collective Bargaining and Social dialogue.

House owner meetings: 6 house owners meetings were held with 49 participants in two different places. All the trainings were conducted in one of the participant's houses.

### Challenges:

Demand for garment workers: the industrialists of Tirupur are in a state of crisis due to the lack of sufficient labourers for the manufacturing activities due to the high demand to get orders for the garments from America, European countries, Japan and Israel. This paves the way to engage children inevitably.

Unrest on registration: the CLFZ area has 234 small and micro garment units. SAVE conducted a survey at the beginning of the project and recently the factory owners accused SAVE that it informed the Income Tax department about their business. The Tax Department has started a raid in entire Tirupur to check on the registration. High unrest is found among the industry unit owners and many of the garment factories are closed and some of them doing hidden business. This affected SAVE's work with the activities related to garment factories until the problems are solved.



## Case study



**Ajith, 14 years old living in ward 17 is working in a garment factory.**

His father left the family and his mother is working for daily wage in building construction work. Ajith has a 7 years old younger sister, Santhoshi (7) who was brought to SAVE's Bridge School in Pandiayan Nagar and Surya (12) is going to a regular school. They are frequent movers from one place to the other. Ajith's study was broken up, although he is showing interest in studying. Already he is earning Rs.120 per day.

SAVE team approached his mother to send him to school. Mother was so reluctant to send him to school and also she threaten SAVE staff such as "if you force me to send him to school, I commit suicide and write SAVE's name that they are the cause for my death". Her income is not sufficient for four people to live in Tirupur. So she is very reluctant.

## Manjari: Establishing a Child Labour Free Zone in the Sandstone Industry in Budhpura.

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	1,731
Number of children (6-18) mainstreamed into formal full-time education	403
Number of children (6-18) prevented from dropping out of school	226
Number of children (6-18) placed in bridge schools	-

### Results

Baseline assessment: this was an eye-opener for local stakeholders as well as for the communities themselves. For the first time they were able to see the larger picture of the out of school children. Local leaders also started motivating the villagers to send their children to school and to monitor the Aanganwari centres (ECD centres). People are now more aware and they started taking over the role of observers.

Education: efforts were made to create an education favourable environment in the villages. Examples are the 'Rush to school' campaign to support the enrolment of children in schools; the Non-residential bridge course (NRBC) education camps for 150 dropout children; the arrangement of two women to accompany the children to the schools to ensure the continuity of children in attending the schools located far from villages and across the highway; the set-up of Early Childhood Education Centres and a library to create a conducive environment for learning by reading and to seek maximum enrolment in schools.

Health: the project broadened its base and helped partner communities to ensure

their access to rights based entitlements focusing on social security, education and health. Health camps were organized for providing immediate relief to the community and generating awareness about silicosis, TB and other diseases. The National Institute of Miners Health Nagpur and the Pneumoconiosis board at Bundi and Kota helped to identify the suspected cases of silicosis in the project area. Over 135 silicosis patients have been identified in this area by the Pneumoconiosis Board Kota during the last 6 months. This is one of the major achievements regarding the issues of silicosis in the project area. It will also impact the local functionaries of the health department.

Government involvement: the larger policy environment for the project has been favourable. However, the quality of implementation of Government programs and schemes that are critical for the development and welfare of children and labourers in the project area are still very poor. The democratic space for people's participation in government programs has been significantly enhanced. Appointing education volunteers, who bridge the gap between the parents/family and the schools, has helped a lot to motivate parents and their children to continue children's education. Due to this

intervention also the social norm at the respective households is slowly changing into a more positive norm on education.

Supply chain: Manjari's association with different stakeholders in the supply chain of natural stone has been of great help. Now, there is a greater awareness among the local contractors and suppliers on employment of child labourers, occupational hazards and safety of mine workers. The local cobble union has appointed two people who daily visit the places where cobbles are made to ensure children are not working. Also they make sure that no cobbles are purchased from families whose children are involved in the production of cobbles. This has put a tremendous pressure on the families and they have started sending their children to school. Three new suppliers Poddar exports, Kedar Sharma and Shivraj Dhakad also came forward to provide support for medical insurance of mine workers. In some of the mines wet drilling has also been introduced. Strategic use of media has also significantly contributed to creating a facilitative environment at local, regional and international levels.

Support by MVF: a resource person of MVF is supporting the project team of Manjari with the implementation of the CLFZ project. The experience of MVF staff with the CLFZ approach, has especially been helpful in orienting Manjari and the local communities towards the CLFZ approach and building the relationship between Manjari and the local communities. The exchange visit of the Manjari team to Hyderabad took place in July 2015. The project visit aimed to increase the capacity

of the Manjari team on implementation of the CLFZ approach and their knowledge on how to create a CLFZ. It was very helpful to understand the monitoring process.

## Challenges

Disinterest in education: the problem of lack of school teachers has pushed the children into irregular and dropout status. The children are registered in the schools but they attend school very irregular. The parents of these children are not much bothered about the education of their children. Almost all of these children are between 11 - 14 years old and it is likely that they will become regular workers within a year if we do not intervene. Specific attention will be paid to these 'high risk children' to get them back to school.

Slow action by Education Department: so far the government did not put much effort to improve access and quality of education in the project area. The District Education Department has been informed about the situation. Since the dissemination of the baseline data and a demand for more teachers was raised in the workshop held at Manjari office at Budhpura, the Block Education officer ensured that he would provide the teachers as soon as possible. Up till now 8 meetings were held with the district education officer to request him to provide staff, but so far the situation remains the same. Manjari also raised this issue in a meeting of the State Forum on Natural Stone (SFNS). After this the SFNS also wrote a letter on this issue to state level authorities.

## Case studies

### **Support by Beltrami and London stone**

During the reporting period the representatives of Beltrami, London Stone and a program officer of ICN visited Parana-Budhpura. During the project visit they discussed on the issues and project interventions with the Manjari team and local community, children and CRPF members. Also the suppliers of Beltrami and London Stone (8 in total) participated. Besides child labour other labour right aspects including health and safety, HR procedures and employer contracts were discussed. The second day they attended a divisional level multi-stakeholder consultation and issues and concerns were shared with all participants. During the visit and event exporters showed some willingness to come forward and start activities for the benefit of the labourers and the community.

### **Shankar, a 12-year-old boy from Patiyal, is now studying in class 4.**

According to the RTE Act, children should be enrolled in classes at the appropriate age. Until last year he used to graze his 5 goats in the forest and never attended the school. During house visits and community meetings he was motivated to go to school. At first Shankar and his family were not willing to enrol him in school, they said that Shankar needed to work to contribute to the families' income. Then with the help of a local person Shankar was again contacted and motivated to join the school, by telling him that education is the only way to improve their situation. Slowly he started attending the meeting and also motivated other children to join school. When the new academic session started in July 2015, Shankar decided to sell his goats and enrol in the school. Shankar is enrolled in school since July 2015 to fulfil his dreams. Shankar also motivated his friends to do so. His four friends also sold their goats and enrolled in the school. All of them are now attending school regularly. (Claps for the Shankar.)

In one-year time Manjari experienced that many stone worker families, children and stone business representatives have internalized the concept that 'school is the best place to work' for children.

# BWI: Child Labour Free Zones and Union Organising in the Natural Stone Quarry Sector

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	445
Number of children (6-18) mainstreamed into formal full-time education	44
Number of children (6-18) prevented from dropping out of school	-
Number of children (6-18) placed in bridge schools	-

### Results

Baseline survey: two areas identified for proposed CLFZs are Palri Mangaliya, Jodhpur and Purohitsar, Jaisalmer districts. The union has developed contacts in both the areas and is interacting with the different stakeholders including the workers community, mine owners, schools in and around the village and local administration. The union has carried out a series of activities in both the areas to spread awareness and mobilise the community on the issues of child labour, education and stone quarry workers’ rights. The union has also taken up issues faced by the village community such as electricity and water woes in Purohitsar.

Education: the union has initiated dialogue with the local education department, labour department and stone quarry owners (in case of Palri Mangaliya) to holistically address the reasons for irregular attendance of children at schools

and also the problem of children out of school and/or potential child labour. At present, there are no CSOs active in both the proposed CLFZs and the union is striving to develop networks with other organisations. The union is further working to strengthen the existing parents-teachers committees and/or school management committees in both the areas.

Sustaining this intervention: it is important to broad base the campaign on child labour and education and also to work towards upholding workers’ rights in the identified areas. With strengthening of partnerships and fostering collaboration, the project’s sustainability is closely linked to the success of the Government schools and coverage of workers under various Government schemes including social security programmes.

## Case Studies



### A High-Risk Family in Palri Mangaliya

Five children below 18 years of age in one of the households have been living without their parents, both parents died because of silicosis due to long years of work in the stone quarries. The eldest daughter who had married and left the village has now come back with her husband and two children to take care of the maternal family. Now her husband, who works in the stone quarry is the primary breadwinner for a household of 9 members. The household has four children of school going-age, however these children have been unable to attend the school on a

regular basis. Through the baseline study, this family has been categorized as a high-risk family and the union started focused interactions with the household members. As a result, the union met the Palri Mangaliya Government school teachers and is following-up with the family on ensuring regular attendance of all children. The children have been provided with play materials (skipping ropes and football) to encourage them to attend school. The union has discussed with the Ward Panch who shall also keep a tab on regularity of these children in attending the school. Simultaneously, the union has enrolled the household head, who is a stone quarry worker and the union aims to bring this family under the coverage of State Construction Workers Welfare Board.



### A Silicosis Affected Quarry Worker in Purohitsar

Durga Ram, 40 years old has been working in the stone quarry mines from a young age – for many years. He, along with his wife travelled daily to Balesar district to work in the mines as the wages are higher in this area. For a number of years now, he has been facing respiratory problems and has spent a large amount of money on consultations, medicines and other forms of remedies over the last 10 years. His economic condition has deteriorated severely and even though his school-going age children are enrolled at the school, they attend

school sporadically and contribute to family's income by shepherding the goats and assisting with mine work. After coming in touch with the union, the union has suspected him to be affected with silicosis and wrote to the District Collector who in turn wrote to the Department of Labour. The Department of Labour has recommended for registration of Durga Ram to the State Construction Workers Welfare Board for coverage and receipt of benefits to the family. The union has also enlisted his case through the Pneumoconiosis Board for detection and based on the waiting period, the union expects his test to be conducted in the coming 2 months. Based on the detection, the union shall follow-up for compensation and rehabilitation support. Additionally, the union has encouraged the family to send their children to school regularly – this shall be monitored by the organisers-cum-education mobilisers in Purohitsar.

## ICCO platform: SCL India Platform for Learning and Linking

### Results

Lobby & advocacy: the partners of the SCL – India Platform agreed to develop lobby and advocacy strategy for the sectors where the partners work. The core team decided to narrow down the strategies for two different sectors namely natural stone quarries and textile industry which are the two industries where the partners work, focusing on the children and adults in the supply chain. It was agreed that the Manjari and BWI would work together to develop a lobby and advocacy strategy for natural stone quarry industry and ICCO India and SAVE would work together on the same objective for the textile industry.

Capacity building: a workshop was organized for the partner organisations in the SCL – India Platform, to build the capacities in addressing the issues of Gender, Diversity and Social Exclusion in Schools. The training focused on creating a gender sensitive and inclusive environment of learning for the children in the intervention areas. Ensuring equity and excellence by delivering equitable, quality education in formal schooling lies at the very core of the SCL program, in which the teacher – the key facilitator of the education process – plays the most important role in shaping the child's journey through schooling. The focus was on addressing (& develop a deeper understanding) the layers of inequity woven into India's social fabric and how teachers and students alike bring these to the school and classroom. The workshop was followed by an action plan.

The workshop had been the reflection for the partners on how to combat child labour in order to create child labour free zone.

Exposure visit: it helped in the experiential learning of the implementing partners through the exposure visit to the intervention areas. This helped the other partners to understand the approach and involvement of different stakeholders in the creation of Child Labour Free Zones in the intervention areas of the partners. The field exposure and the interaction with stakeholders helped the partners to understand how to contextualize different approaches into their intervention areas.

Facebook Page: The Core Team of SCL – India Platform agreed to create a Facebook page for the platform to increase the visibility of the interventions undertaken by the members:  
<https://www.facebook.com/SCLIndiaPlatform>

### Challenges

Amendment to the Juvenile Justice Bill impacts negatively on child labour: the recent developments in the country which directly or indirectly affect the interventions of the CLFZ implementing partners and the SCL – India Platform Members include Amendment to the Juvenile Justice (Care and Protection of Children) Bill 2014 and the changes in the Child Labour (Prohibition and Regulation) Amendment Bill 2012. While prohibiting employment of children below the age of 14, the union government of India decided in the first week of May 2015, to let them work in family enterprises and in the audio-visual entertainment industry, except the circus, provided their school education is not affected. The government justified the exceptions to strike "a balance between the need for education for a child and reality of the socio-economic condition and social fabric in the country".

## Mali

### CAEB/ICCO: Fighting against child labour by using an area based approach towards the creation of CLFZ in agricultural value chains in Mali

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	5,432
Number of children (6-18) mainstreamed into formal full-time education	591
Number of children (6-18) prevented from dropping out of school	303
Number of children (6-18) placed in bridge schools	350

#### Results

Expansion: the size of some of the activities has changed with the additional funding from Kerk in Actie. The additional EUR 50,000 has favoured the creation of 6 additional speed schools (bridge schools) and has strengthened the lobby component of the programme especially with the private sector working on the selected value chains of shea and sesame.

Schools: many producers of shea butter and sesame have sent their children either to school or to the speed schools. So far 12 speed schools have been created in the project intervention area including 6 in Kemeni and 6 Wacoro. The 7 to 8 years old children were enrolled directly in school. Those who are between 9 and 13 years old are enrolled in the speed school. At the end of the school year an evaluation of acquisitions will be conducted in order to transfer or integrate speed school learners to formal school.

Vocational training: those from 14 to 17 years old have been entrusted to chief artisans to learn a vocation.

Awareness raising: communities have been supported in the establishment of the awareness committees that are

supposed to replace the project after its withdrawal. The sensitization actions on children and their fundamental rights towards the producers' organizations and even the municipal authorities to understand the logic of the CLFZ concept constitute a strategy.

The communal forum: it was held at Wacoro and Kemeni in the cercle of Dioila and Bla in addition to the activities to combat all forms of child labour has been fruitful. Expectations have been fulfilled by all the participants to the extent that all participants have estimated that "the future of the country belongs to the children, so their education must be at the centre of the major concerns of the Government, political leaders, communities and civil society". The overall objective of this forum was to facilitate the exchange between stakeholders on the issues and challenges related to the protection and promotion of the fundamental rights of children.

Sustainability: administration, communities and leadership and private companies are strategic allies for sustainability of the actions of the CLFZ project through support and advice in the implementation of all activities at the grassroots level.



## Case study

### A success case of awareness

Dabougou is a hamlet in the village of Wacoro in Wacoro commune. In this hamlet, there is a producer who has 4 children; their ages are between 10 and 18 years. Each winter, he sends two of the children to go and work for other farmers in exchange of bags of grain.

This year, with the intervention of the project in the commune, the gentleman who had already sent the children to work in another village made them come back home. Thanks to efforts of awareness of the project, the children were saved of this form of child labour.



### The speed school

Kadia Diao in the middle, daughter of Youssouf (farmer) and Mamou Barry (housewife), is 12 years old. She lives with her parents in a small hamlet of the village of Wacoro. This girl left school in 2nd grade class to take care of small household tasks because her mother was suffering from a complication of pregnancy. Her mother was healed two years later, when Kadia asked her dad for her return to school which is a fundamental right for her. Unfortunately, her age is exceeded and she is considered by the school authorities as abandonment. She constantly asked her dad for a possible way to return to school and if possible to make an exception for her by all means. The latter having limited financial

means, was waiting for an opportunity for his daughter.

Thanks to the intervention of the CLFZ programme in the area which identified school and non-school children of the commune. Kadia has been identified with other children from 9 to 13 years not attending or having left school early. As a programme of integration and reintegration of children in the formal system, speed school gives a second chance for children to join their comrade in 3rd and 4th grade classes.

Kadia Diao, with the entire population of her village (Kangola), is delighted with the arrival of the speed school in their village. Intelligent, courageous and every day on time, Kadia is supported by her parents and has only one ambition, join classmates in formal school classes.

**ENDA-Mali: Creation of Child Labour Free Zones for a better Education/Protection of rural children living in difficult situations in the district of Segou.**

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	13,365*
Number of children (6-18) mainstreamed into formal full-time education	661
Number of children (6-18) prevented from dropping out of school	88
Number of children (6-18) placed in bridge schools	175

\* includes children 0-6 years old

**Results**

Lobby & Advocacy on education: The project and its partners have initiated lobby and advocacy actions for regional authorities for the transformation of 05 community schools in public schools. Currently the proposals for transformation are sent to the Ministry of Education in Bamako for approval.

Rehabilitation of schools: new classrooms were build and several classrooms rehabilitated in close collaboration with the municipalities and authorities in the CLFZ areas.

Enrollment of girls: The project continued the action for the enrollment and retention of girls in school. The immediate effects were seen at the start of the school year 2015-2016 by: free enrollment of girls in the seven pilot communities Koranic schools; the 10 SMC of schools of Sibila commune have decided to enroll all girls regardless of the reception capacity of the school.

Train indigent parents in IGA: the project in collaboration with the Municipality of Sibila, SMC, and CPCV facilitated the

establishment of a group of 30 women in 11 villages. They formalized 15 women's groups composed of 450 women that have been trained on the simplified management and some basic accounting tools for better management of their future micro enterprise. The training enabled women to understand the benefits, objectives of each project activity and enhance sensitization on children's schooling and the role of parents for their monitoring and retention in school.

Support parents trained in IGA: each of the 15 women's groups benefited from the amount of 299,308 CFA francs. They received training on how to manage their IGA, particularly the resources at their disposal. They were also sensitized to good working capital management support that will serve to support the school fees of their children. A memorandum of understanding was signed between the Municipality, the project and women's groups for better management of funds.

Monitoring of parents supported in IGA: as regards the monitoring of funds, monitoring tools were developed and made available to the Municipality who will perform together with the project team, a monitoring mission for groups for the proper management of funds and use

of resources generated by the IGA for the education of the children. This activity will start from November 2015.

Involvement of the Municipality: the Mayor of Sibila institutionalized the municipal consultation framework through a deliberation. He organized in partnership with the project team a communal consultation framework, which

brought together all stakeholders in education and members of the municipal committee on child protection. The holding of this framework enabled the participants to identify and analyse all the problems on education and protection of children that the municipality is facing.

**ENDA-Mali: Programme against child labour in the small-scale traditional gold mines of the district of Bougouni, Republic of Mali**

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	7,346*
Number of children (6-18) mainstreamed into formal full-time education	107
Number of children (6-18) prevented from dropping out of school	182
Number of children (6-18) placed in bridge schools	126

\* includes children 0-6 years old

**Results**

Awareness raising: the training and awareness of educational actors (authorities, community based organizations) by the project, improved access and quality of education in intervention communes. It also enabled a better understanding of parents and village authorities on children’s rights that resulted in the construction of classrooms by the communities so that more children can enjoy their right to quality education. This is giving more educational opportunities to children who are mostly out of school. The children’s environment is improving more and more. Attitudes are beginning to change positively in the direction of a better protection of children against child labour.

Community support: with the support of the community itself five classrooms have been built and equipped with benches, tables, chairs and desks for teachers (three in the village of Farabani, commune of Kola and two in Faradiè - Bamaro, commune of Ouroun).

Working conditions: child labour in artisanal gold mines is increasingly seen by

communities as negative and gradually the children are withdrawn from the mines to enrol in school. However, the beginning of change has not yet seen an improvement on the conditions of adult labour in the mines. Children over 15 years old doing the same work as adults that is recognized as hazardous labour.

**Challenges**

None existing of state regulation: the great difficulty is the non-State regulation in the sector of traditional gold mining. All activities are conducted without any State regulation.

The project is taking this up by engaging the town hall and the community in charge of basic education, and it facilitates contacts with actors in villages including CBOs, and traditional authorities (village chiefs etc.). Also community mobilization, as to the administrative authorities of the district particularly the Prefecture, the local Department of Social Development, the local service of women, child and family promotion, ESC or CAP, bring all their support to project actions and participate in periodic follow-up.

# Alpahlog: Support towards the fight against child labour by the creation of CLFZ in Niono

Results over the last reporting period:	
Number of children (6-18) in the Child Labour Free Zones	2,149
Number of children (6-18) mainstreamed into formal full-time education	258
Number of children (6-18) prevented from dropping out of school	45
Number of children (6-18) placed in bridge schools	13

### Results

Improving quality and management of education at schools: children (girls and boys) have been enrolled in school. There have been experiments with Koran schools, in terms of introducing national curriculum in reading, writing and maths in 2 Koran centres. Furthermore the project has realized that no more children under the age of 14 are internalized in the Koran centres. Also physical infrastructure of these Koranic schools have been improved by the project.

Lobby has taken place to improve school infrastructure: two schools that have been created, are currently following the procedure in order to become recognized as official public schools. 3 classrooms have been constructed (the mayor has committed to the construction of at least 2 classrooms of which 1 is already being constructed. 74 table/benches have been distributed at the schools.

Monitoring: monitoring committees are active in awareness raising activities in their areas, as well as in monitoring that there are no children working in the villages or in the fields. 15 monitoring committees have implemented 15 plans for awareness raising in their respective communities. 15 theatre performances have been conducted for awareness raising, after which also interaction and

discussion with the audience took place. Monitoring committees also strongly interact with the Parent Teacher Associations and the School Management Committees.

Awareness raising: consultations at different levels with different stakeholders concerning rights of children and the SCL approach and the fight against child labour; radio spots took place; prizes (cultural excursions to Segou) were awarded to the 15 best students; training on strategies to stop child labour and on international and national laws and regulations looking at child protection issues took place.

Mothers associations: those have also been mobilized to ensure that children are mobilized in going to school. 3 associations of mothers have been established and receive support from the project in terms of: cattle, livestock feed, veterinary products and agricultural support, etc.

### Challenges

Factors that hinder the project: insufficiency of adequate infrastructure, not enough qualified teachers, difficulties in raising resources from the community.

## Case study

### **The village chief**

After having heard of the SCL programme, the village chief became an obstacle in the operation of the new school in his village.

Actions were taken to change it. Several sensitization missions visited the village. The association of mothers of children Wéwo, were also mobilized for the schooling of children. The sub-prefect, very active in the educational process of awareness has threatened to suspend him of the village chief functions.

Until recently, the sub prefect once again threatened to suspend the village chief of Wéwo (as he was reluctant to schooling for the children of his village) of his function if he does not engage in the cause of school. Following the threat, the village head began to show signs of commitment by building a temporary shelter for the school.

## Zimbabwe

### ZNCWC: T.E.A. (Tose Ekubambaneni Against Child Labour) Corporate Social Responsibility Project

#### Results

A field learning visit to Chiredzi: with new partners coming on board, namely ZIMTA and ZNCWC, it was essential to get an appreciation of the Area Based Approach and Child Labour Free Zones approaches during a field learning visit to Chiredzi.

Capacity building: during the field visit to Chiredzi the team learnt that the set-up of Child Protection Committees comprised of school children helps in ensuring that children are also actively taking part to stop their peers from going into child labour. It is also essential to raise awareness and get support from the community on the project to get their buy in to ensure sustainability of the project.

Existing structures: making use of some of the structures already set up by the Government like the Department of Child Welfare and Protection Services and the ward based youth officers will make engagement with the community easier. Other CSOs can be engaged to assist and support in various aspects once they are made aware of the initiative.

Team Zimbabwe Chipinge introductory meeting: the Stop Child Labour Team Zimbabwe went to Chipinge for an introductory meeting with the Chipinge District Child Protection Committee to introduce the project to local partners and stakeholders. The meeting was necessitated by the need to pave the way for the consultants who were to undertake the baseline survey and mapping study in

Chipinge. The meeting with the DCPC emphasized on the need for a multi-

sectorial approach which invite expertise from various stakeholders ranging from government ministries, NGOs, FBOs, consumer watchdogs, community groups, employer and employee organizations. The committee welcomed the project initiative highlighting that child labour was still a challenge in various areas of Chipinge district.

Policy Dialogue Breakfast Meeting: was held with Senior Parliamentarians and Junior Parliamentarians and Councillors, CSOs, Parliamentary Portfolio Committees and representatives from the Ministry of Justice, Legal and Parliamentary affairs, Ministry of Health and Child Care and Ministry of Public Service Labour and Social Services. The main aim of the meeting was to provide a platform for dialogue amongst stakeholders on the current issues affecting children and update on the amendment of legislation to the Constitution provisions. The alignment of policies to the constitution would ensure that the policies to be used would encompass new provisions put in place to protect children's rights. The Children's act is being aligned to the constitution and the ministry is closing gaps by including what was left out in the consultations. Aligning principles to the relevant sections and so far they came up with 30 principals. The aim is to establish two policies to touch on children's rights the Children Justice Act and a Children's Act.

## CACLAZ: Out of work, into school combating child labour in Chipinge District

### Results

Start-up phase: the Chipinge project started at a slow pace, and after the engagement process, CACLAZ joined TEAM Zimbabwe members for two meetings that were held with important stakeholders in Chipinge. Part of the briefing involved taking the District Child Protection Society (DCPC) through the child labour free zones concept so as to give them some appreciation of the concept. The team also consulted the DCPC on ward selection for the purposes of commencing the area-based approach. This was deemed to be important since these concepts are new in the district.

MoU: a Memorandum of Understanding was signed between the Chipinge District Council and ANPPCAN/CACLAZ approving that the project could start. This is the MoU which gives the coalition permission to operate in Chipinge.

Baseline survey: the results of the baseline survey are now available and a report feedback meeting was held with key stakeholders at the District Administrator's Chambers in Chipinge. At a glance the results showed that child labour is still rampant in the district, including in the tea production chain; some of the major drivers are: the need by children to supplement family income; long distances to school; debilitating poverty in the district and poor attitudes by parents towards education. All the stakeholders unanimously selected Ward 8 as the 'child labour free zone' largely because of the existence of out-grower farmers.

### Challenges

Outgrowers: most of the outgrowers and small scale farmers lack the capacity to employ adult workers and still rely on child labour.



## Case study

### **The working children of Tanganda Tea estates: Nurturing a future workforce or kicking away the ladder from the children?**

When Mavis (not her real name) lost both parents due to the HIV & AIDS pandemic, the world seemed collapsing around her. Her old grandmother seemed clueless on how to keep her in school. Her world seemed to be collapsing around her. She faced the gloomy prospects of falling out of school and becoming a domestic worker in Chipinge town.

But one of her mother's friends approached her grandmother and advised of a scheme ran by Tanganda tea estates which was sending children to school, on condition that she worked on the plantations for her daily upkeep. Thousands of other children in similar circumstances were working on the plantations. At Grade six, the company would engage her and she might make it to high school if she was focused enough. What the company simply required was for the grandmother to give her consent, and then Mavis would enrol at Ratleshoek Primary school, deep in the tea estates for her school fees, accommodation and food.

So the battle for education began for little Mavis.

'Every morning we would wake up at 0500 hours to go to pick tea on the estates. We lived in groups of 12 girls in a shabby makeshift dormitory at the estates compound. The boys lived a few meters away, and they too lived in dilapidated structures called 'dormitories'. Life was hard, particularly in winter and during rainy days'.

Mavis went on to narrate her ordeal in which she sometimes suffered serious bouts of flue (or common cold), bruised hands, insect bites and general fatigue. Back in the classroom (where they always went after 13.00 hours for lessons) it was difficult to concentrate and half the girls and boys would dose off due to fatigue. But Mavis was tenacious. She had to persevere. Education was the only gateway to freedom!

'I had to give it my all. I knew of some people who had made it to the university through this difficult route. Many just went up to grade 7 and then fell out of school to become full-time casual workers on the estates. I did not want to become a "permanently- temporary employee" at Ratleshoek, as many children became. I had big dreams, so I clang on to the old adage that 'sweet comes from sweat!'

Indeed life was hard for the young boys and girls at the estates. Some children just broke down and fell sick and were forced to retreat to their homes, never to be seen again. The few like myself who worked extra hard to succeed paid the heavy price of little sleep, little or no play and numerous sacrifices.

'Today I have just enrolled for my Bachelor of Arts degree with Great Zimbabwe University in the town of Masvingo.' I feel elated that at least I am on course to join the educated elite of the country, but I do not like to have other children going through what I have experienced. It is brutal to subject children to this kind of treatment. I will therefore dedicate my knowledge and remaining strength to creating a better world for the children through the CACLAZ project. I like it. I wish it had come a long time ago. '

So Mavis is one of the very few success stories which have come through the earn-and-learn education system. But many more children out there have fallen by the way side, and many more are still toiling for their daily bread. Do we care for the children or for profit? This is the million dollar question which must occupy our minds now. The battle is on for the emancipation of thousands of children from indirect forced labour. Mavis is just one of the few children who have successfully climbed out of the dangerous dungeons of child labour. Many however remain trapped in there. The onus is on all of us to restore them to their status. So the guiding mantra, the daily ex des machina, should be: LET THE CHILDREN LEARN! AND PARENTS EARN!

Case study of Epworth, urban-CLFZ project in Harare, Zimbabwe by CACLAZ-ANPPCAN



***Volunteers! Symbolic of freedom from child labour and reintegration into school.***

Setting the tone and keeping the rhythm were the common ingredients that kept this winning team together. Needless also to mention, the innate ability to endure the door to door household survey which became the corner stone of the Harare Urban child labour free zones project during this reporting period.

Having adopted the philosophy “No child should work – all children must be in school”, the volunteers trickled down into the community ready for the people to see and hear for themselves that child labour is a menace – defeating children’s rights to fulltime, formal and quality education.

Armed as they were with the techniques of collecting data from a community with diverse socio-economic, political, religious and cultural background, like doves, the volunteers penetrated in the community to raise awareness on the dangers of child labour and the importance of children’s rights to education. Wrong community perceptions, myths and opinions were cleared; leaving the community satisfied that CACLAZ/ANPPCAN is indeed working towards the realization of child labour free zones in Ward 5. The community became aware of the effects of child labour and the importance of education as a way to keep children out of child labour. In a short space of time, the community quickly noticed that the volunteers were in fact the linchpin in emancipating children from child labour and reintegrating them back in the school system. Working hand in glove with local leadership, the volunteers never tire up in sharing their itinerary with the councillor and members of the ward development committee who guided them in the entire process.

What we learnt from the volunteers is unwavering dedication to duty and ability to communicate effectively and efficiently with people from all walks of life-indeed this was remarkable!

## Global Level

### Education International (EI): Out of work and into school, the education unions' contribution in Mali, Nicaragua, Turkey, Uganda and Zimbabwe.

#### Results

Regional workshop: from 9-11 June 2015, EI hosted a regional workshop "Develop the capacity of education unions to engage in initiatives eradicating child labour". 31 representatives of teachers' unions affiliated to EI from Benin, Cote d'Ivoire, Ghana, Malawi, Mali, Tanzania, Togo, Uganda and Zambia gathered in Accra, Ghana, to share experiences on efforts to eliminate child labour and securing universal access to quality education. The workshop was very interactive. Experts were mostly from within the unions.

Child labour advocacy: participants discussed the engagement of education unions to eradicate child labour through advocacy activities on the right to quality education in line with the EI campaign "Unite for Quality Education" and advocacy for the 2030 UN Sustainable Development Goals.

Capacity building: the workshop enhanced the education union representatives' capacity to influence policy and engage unions in championing the eradication of child labour in all its forms in their respective countries. It increased participants' knowledge and understanding of the child labour thematic, both in relation to education and rights perspective in terms of networking, advocacy, outreach, research and fundraising. A workshop session unpacked the concept of child labour free zones. The handbook "5x5 Stepping Stones for Creating Child Labour Free

Zones" and the SCL movement was presented to the participants.

World Day against Child Labour: the workshop coincided with the celebration of (12 June) "NO to child labour – YES to quality education!"

World Resolution: the EI World Congress also adopted a world resolution entitled "[accelerated action against child labour in connection with the post 2015 sustainable development goals](#)". Among other things, the resolution calls (para 18) for EI to "Facilitate the exchange of best practices and successes, particularly on promising new developments such as the area based approach leading to CLFZ".

Uganda: UNATU developed an advocacy audio message (1 minute) that was translated into local languages used in West Nile region. A total of 48 radio spots were run on Pacis FM.

Turkey: There has been an additional delay due to the general elections, terrorist attacks, raid by the police against Egitim Sen office in Ankara and the closure of schools until October. Egitim Sen has initiated a research in the three schools selected for the implementation of the project, in the Gaziosmanpasa district of Istanbul. The research includes statistical information about the number, age and gender of pupils and teachers, the dropout rates, and a general overview of the region.

Zimbabwe: some issues had to be sorted out between the two teachers unions being involved in the project. EI is in the process of getting the final details of the

activities to be implemented by the two education unions within the EI

component of the project to avoid duplication.

### Case study:

#### **Radio messages from Uganda**

*Did you know that over 2 million children in Uganda are in child labour and not in school?*

*Without quality education, these children are likely to live in poverty all their lives!*

*Say No to child labour; Yes to quality Education*

*Send all children to school and not to work*

*Make your workplace and home child labour free*

*A child labour free Uganda. It is possible!*