



**STOP**



**Child Labour**  
school is the best place to work

## Annual report for Omar's Dream Project: August 2014

NAME OF THE ORGANIZATION	HIVOS, STOP CHILD LABOUR CAMPAIGN
CONTACT PERSON	AKKY DE KORT AKORT@HIVOS.ORG
CONTACT TEL.; E-MAIL	070-3765500
NAME OF THE PROJECT	OMAR'S DREAM – THE BEGINNING OF THE END OF CHILD LABOUR
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# 1. INTRODUCTION

Hivos was granted with a project, called: “Omar’s Dream, the beginning of the end of child labour” by the *Nationale Postcode Loterij* in March 2012 for a period of 3 years, from June 2012 to June 2015 with a total amount of Euro 3,189,588.

The project is coordinated and partly implemented by Hivos as part of the Stop Child Labour (SCL) Programme. Stop Child Labour is a coalition of different Dutch, European, African, Asian and Latin American NGOs and Trade Unions. For Omar’s Dream project, Hivos works with 4 other Dutch and several African organizations in the implementation of activities to realize Child Labour Free Zones (CLFZ) in different African countries. These Dutch organizations are:

- *Stichting Kinderpostzegels Nederland* who implements CLFZ in Ethiopia and who prepares 3 West African Francophone countries: Senegal, Mali and Burkina Faso for implementing CLFZ in the future by linking with & learning from other African countries and MV Foundation in India;
- *FNV Mondiaal in close collaboration with the Dutch Teachers Union (AOB)* who implements CLFZ in Morocco and Ghana. They also work with Education International through teachers unions in Mali, Senegal, Ghana, Morocco and Uganda on engagement in CLFZ in Africa through linking with and learning from other African initiatives;

- *ICCO Cooperation* who implements CLFZ in Kenya.

Hivos implements the CLFZ directly through the Hivos Regional offices in Nairobi overseeing Uganda and in Harare, Zimbabwe.

All the projects are being implemented and already some good lessons can be learned. So far nearly 20,000 children have been prevented or withdrawn from child labour and brought back to, and retained in school as a direct effect from the project interventions. However many more children as well as adults have benefited from the project interventions, for example through the awareness raising, school environment improvement, adult literacy programmes, adult IGAs and savings activities among others.

This report gives updates on the previous bi-annual report that covered August 2013 to February 2014. Progress has been made in building stronger networks and working closer with other programmes to strengthen components in the CLFZ. The target of reaching out to 20,200 children is almost reached and many more children will benefit from the interventions. Another strong component is the involvement and support towards parent, guardians, farmers and the community in terms of social and economic empowerment. Continuous awareness raising and capacity building of the education system are ongoing activities.

## PARTNERS AND DIVISION OF BUDGET AND TARGETS

The following table gives a full picture of the African partners, budget and targets.

Country	CLFZ locations	Number of children out of work and (back) to school	Budget (in €)	Observations
Zimbabwe - CACLAZ	1 CLFZ (in Ward 16,) in Chiredzi district (area bordering South Africa)	1,000	364,535	Partner of Hivos. (CACLAZ is a coalition of a NGO/ANPPCAN and two trade unions/PTUZ and GAPWUZ)  Main focus on ward 16 as it is a relatively large area for a CLFZ
Uganda - KIN	2 CLFZ in 2 villages (Kitubulu and Nakiwogo) in Entebbe, Wakiso District	1,600	162,180	NGO partner of Hivos
Uganda - ANPPCAN	2 CLFZ in parishes in Rakai District: Nakatoogo and Mitukula	1,600	126,752	NGO partner of Hivos.
Uganda - UNATU	Wakiso and Rakai District and National coverage	-	80,000	Trade union partner of Hivos.  Uganda Teachers Union concentrates on advocacy and policy guidance in adopting CLFZ in Uganda.
Kenya - KAACR	8 CLFZ in 4 Districts: Kisumu, Busia, Machakos, Kwale	4,000	234,592	NGO partner of <i>ICCO Cooperation</i>
Ghana - GAWU	7 CLFZ Zones in 30 rural communities in three Districts in the Eastern, Ashanti/Kumasi and Volta regions	2,400	302,368	<i>Trade union partner of FNV Mondiaal</i> The initial one CLFZ in Ashanti/Kumasi area is divided in 3 CLFZ due to 3 different areas that are not interlinked. The same for the CLFZ in the Eastern and Volta regions that are also divided in 2 CLFZ each. Total of 7 CLFZ.
Ethiopia - ADAA	8 CLFZ in 7 Kebele's in District Siraro	3,500	116,622	NGO partner of <i>Stichting Kinderpostzegels Nederland</i>
Ethiopia - WCAT	7 CLFZ in 7 Kebele's in East Estie Woreda, South Gondar	2,100	116,622	NGO partner of <i>Stichting Kinderpostzegels Nederland</i>
Ethiopia - FSCE	2 CLFZ in 2 Kebele's in Dessie town	3,000	137,906	NGO partner of <i>Stichting Kinderpostzegels Nederland</i>
Morocco	1 CLFZ in Safi	1,000	197,798	Union partner of <i>FNV Mondiaal and AOb</i>  Safi is a big town for a CLFZ and therefore one area within Safi, the industrial area, has been selected as the focus area for the CLFZ.
<b>Total</b>	<b>38 CLFZ</b>	<b>20,200</b>		

## LINKING & LEARNING / ADVOCACY & POLICY

West Africa: Burkina Faso, Mali and Senegal	-	-	145,000	NGO partner of <i>Stichting Kinderpostzegels Nederland</i>
Education International: Morocco, Ghana, Uganda, Senegal and Mali	-	-	98,500	Trade union partner of <i>FNV Mondiaal and AOb</i>



## 2. MAJOR ACCOMPLISHMENTS AND RESULTS

### PER COUNTRY:



### Zimbabwe

#### CACLAZ

CACLAZ is now ready to work with any organization that is willing to use the 'child labour free zone approach' by way of giving guidance and direction. The Coalition is also ready to share experiences with all those who intend to travel the same road that we have traveled. Above all, CACLAZ now has proof that the concept of child labour free zones is doable, and can be used to rescue millions of children from child labour globally. This model has so far produced good results, and CACLAZ is happy that they have indeed been good learners who have replicated this noble idea successfully in this part of the world.

**Awareness raising:** Special information, education and communication (IEC) materials were produced and distributed to more than 10,000 pupils and teachers in Ward 16, as well as a further 30,000 in Chiredzi District. These included 1,200 calendars with messages on the importance of education, 300 blackboard rulers, 200 dusters, and 500 plastic paper bins, all with messages. This time a deliberate attempt was made to reach out to pupils and teachers in schools because these are the direct beneficiaries of the project. It has been noted that knowledgeable pupils are likely to carry the messages home and this makes them good couriers of information to the rest of the community. Currently more awareness is evident among the communities in Ward 16 and estimates suggest that around 95% of the people in the child labour free zone are now aware of the problem of child labour. The small variance accounting for the 5% is perhaps constituted by those who move in and out of the ward and tend to miss our programmes.

Attempts were also made to reach policy makers with more awareness at a National and Regional level through involvement in meetings and conferences. E.g. in February CACLAZ had the opportunity to make a presentation on

child labour free zones at an international conference on child social sensitive policies which was organized and hosted by the Women's University in Africa. As a result the organizers of the conference at the end of all the deliberations mooted the idea of eventually organizing another international conference exclusive to child labour.

CACLAZ recognizes the immense benefit which can be realized if as many stakeholders as possible are brought together to support the child labour free zones. The outcome of these meeting has seen increased support by various stakeholders to schools and communities in the child labour free zones as follows:

- German Agro-action, an NGO doing developmental work built new blocks of toilets at all the 14 schools in ward 16 to improve sanitation and hygiene at these schools as a way of improving quality education.
- Norwegian Refugee Council established clean water sources as well as set up community gardens to try and build community capacity to pay school fees from the sale of the produce from these gardens.
- Help Age Zimbabwe, another NGO, trained 4 groups with 8 people each in Savings and Lending Schemes to create a pool of money and enable these members to pay school fees for their children in school.
- Child Line & LRF have and continues to train all the children in Ward 16 on reporting protocols of child abuse cases and children's rights.
- CAMFED (Campaign for female education) is paying school fees for girl- children who are in distress.

- Ministry of Labour and Social services is providing food packs to families in distress, who include former child labourers.
- Ministry of Youth is providing training to Youths who are also tracking child labourers as well as managing cases of child labourers who are now in school.
- Ministry of Education is monitoring the construction of standard classroom blocks in the zone, facilitating the training of specialized teachers at incubation centers as well as participating in awareness campaigns against child labour and in favor of education.
- Community leaders are mobilizing other community members to support children in school as well as banish child labour from their homesteads. This illustrates how complex child labour is and that an integrated and holistic approach is necessary.

**Education:** to date, CACLAZ facilitated the return of 1,200 children at the two incubation centers, and about 900 more at the other schools in the zone. It must be noted that while CACLAZ helped withdraw 1,200 children from work back to school, increased awareness among the community in ward 16 helped influence them to voluntarily return more children on their own free will.

Throughout the ward, schools reported an increase in enrolments during the period under review, and some of the returning children were evidently former child labourers. However, we still have residual school dropouts in 20 villages and efforts are being made to get these back to school. These number around 40 to 50.

The majority are child-headed family members who are finding it difficult to go to school as there would be no one to cater for the younger siblings should the older go back to school. Other children who are not going to school are those who originate from other districts outside Chiredzi and who fear that if they abandon work and go back to school, their employers will not accept that. They will disown them and allow return them back to their original homes. These are generally what we now call, 'children on the move'. This category of children is difficult to reach and needs special interventions to free them from child labour.

Efforts are being made to come up with effective strategies to help them out of this vice. CACLAZ trained a further 20 teachers so as to equip them with skills to handle returnees. This now brings the total number of specialized teachers to 28 in Ward 16. The majority of the 760 teachers in the ward are now aware of the concept and are already semi-trained to deal with returning children from child labour. CACLAZ also noted through its investigations during the data collection exercise that teachers need skills to take returnees through 'accelerated learning' where extra effort will help these pupils to catch up with their counterparts in terms of performance in school work.

**Policies:** CACLAZ continued to lobby and advocate for policy changes in favor of children's right to education and

against child labour. The ultimate aim is to get policy makers to change laws in favor of children's rights. CACLAZ drove this activity at micro (ward and district level), and macro (National and regional levels).

At micro level CACLAZ targeted community leaders, government officials, NGOs and private sector companies with meetings and road shows, to try and harness support for the 'child labour free zones concept'. A total of six meetings were held with various stakeholders in Chiredzi to shed more light on the concept. CACLAZ officials met the junior and senior parliamentarians as well as the sitting councilor for ward 16 where issues of child labour and lack of access by the children to quality education were discussed. The Honorable members of parliament promised to continue raising awareness on child labour to the local communities as well as take the issue up with other members of parliament.

CACLAZ also met members of other NGOs working on children's rights in the district to try and get them to complement our efforts in eliminating child labour in Chiredzi district. These meetings were successful and some of the organizations are now making effort to provide the pupils and community in ward 16 with those services that will improve the quality of education for children in the zone.

**Institutional capacity:** The capacity-building of several community-based institutions was done as planned during the period under review. A total of 240 more child protection committee members were trained, bring the total of members trained to date to 480. These were all children based at schools in ward 16, and care was taken to ensure that an equal number of boys and girls were selected and trained as committee members.

CACLAZ also shared the new child protection policy with all the trained members. CACLAZ has therefore surpassed the total number of targeted child protection committee members and looks forward to continue training more committee members to replace those who will be graduating into secondary schools at the end of each year. But capacity building of these community structures is important, as it imparts long-lasting knowledge to these members which will help change attitudes as well as sustain the project in the long term.



## Uganda

### Kids in Need (KIN)

Overall, the achievements so far are the awareness raising conducted in the community by the committees. This has resulted into behavior change among community members; there are very few cases of child abuse and violation of children's rights. This is mainly common among the new tenants who just join the community and through dialogues and village meetings, they have also been slowly changed.

The child rights protection committees which were set by KIN are slowly advancing into Community Based Organizations (CBOs) and have scaled up their operations to other neighboring communities. An example is Kitubulu CLFZ committee which turned into a CBO, known as Kitubulu child rights initiative katabi, it is registered by the sub county and operating into three villages which include Kitubulu, Kabale, and Bunono.

Due to the massive awareness raising in the target areas, child labour has become every one's concern; child labourers are now withdrawing themselves and approach the committee members for support to enroll back to school.

The monitoring visits and support conducted by the committee members to the affected households has enabled them to cope with the situation.

KIN has facilitated strong teams of community structures in all the child labour free zone areas consisting of youth activists, local leaders, community members, employers, teachers and religious leaders. There are 3 forums in the target areas of Kitubulu, Nakiwogo and Kigungu-Nakiwogo which consist of 40 members each. These structures have clear roles and responsibilities and a well laid strategic plan to realize their goals. They have a mandate to provide child protection services in the community and to put an

end to all child labour practices in their area. They conduct awareness raising, monitoring the progress of the enrolled children, looking out for child labourers in the community, provision of psychosocial support and counseling to the children. These structures have been well trained and fully built with capacity to end all child labour tendencies in their community.

KIN in partnership with the National Council for Children are coordinating a national coalition known as the stop child labour partners forum which comprises of over 50 member organizations across the country. This forum meets on a quarterly basis to discuss the progress of the elimination of child labour and other child protection issues. During the meetings KIN plays a key role to introduce and train partners the child labour free zone model and as a result some organizations have adopted the child labour free zone methodology while others are using some components of CLFZ to fight child labour in their respective areas.

Under improving public education, KIN involved teachers and encouraged children's participation. Teachers were trained in good school initiative, SCREAM methodology, life skills and school family initiatives which have been added to the school calendar and programmes. KIN selected three teachers in each school to lead the initiatives. A few students' leaders were identified to support teachers in the implementation of the new programme to help to sustain the efforts. Such programmes have attracted more pupils to join the selected schools and improved performance of the pupils. Materials like a talking compound, suggestion box, notice boards and children's corners with materials produced by children in schools are an added advantage to their learning ability. It has bridged the gap between the school



administration and the children because pupils are able to express their feelings, suggestions and ideas freely.

KIN hosted several international and local groups of visitors who were interested in learning and seeing the child labour free zones. Guests came from Sweden, Italy, Rwanda, South Sudan, America, Netherlands, Ivory Coast; local guests came from west Nile, central, northern region and western parts of Uganda. They were oriented on the CLFZ concept and also taken for field visits to learn more from the community members. All of them were impressed by what they saw and adopted some of the good practices which were shared.

## UNATU

UNATU focuses on the area of advocacy, particularly on creating awareness and mobilizing all actors concerned to stop child labour; advocating for improved public education; lobbying for more effective policy practices and advocating for adoption of the child labour free zones approach in the districts of Wakiso and Rakai and at National level.

An additional four regional meetings took place to explain to the participants what child labour is, the consequences and the linkage between child labour and education; To expose to the participants the concept of CLFZ with intentions of getting them on board to support the implementation of the CLFZ interventions in Uganda; To disseminate the Conventions on Child Labour, the National legislation on child labour and other Children Rights (ILO Conventions, Kampala Declaration of April 2013 of Working towards Child Labour Free Zones); To discuss and generate practical strategies of establishing CLFZ in the different regions, clearly spelling out the roles of different stakeholders and the different actions to be employed.

The following results came out of those meetings:

- Over 166 participants oriented during the regional meetings in 4 regions.
- Dissemination of the national policies and legislation on child labour and the Kampala Declaration on working towards child labour free zones.
- At each meeting practical strategies spelling out what each of the stakeholders was to conduct in the short and long term plan were generated and documented at each of the regional meetings-included:
  - Awareness raising to continue, taking advantage of any forum- community meeting, school assemblies, religions gatherings;
  - Passing ordinances and by- laws;
  - Vigilance by all community members to ensure that all child labour cases are reported and redress done through positive means;
  - Work place inspections to be enhanced;
  - Enhancing partnerships within the region

**Union visibility and relevance:** This project has contributed to the Union visibility and relevancy in terms of having positive contributions to make towards addressing national challenges other than the usual expected role of agitating for pay rise for teachers. Partnerships have been enhanced.

Radio talk shows on 6 regional FM Radio stations were held, where the UNATU regional Chairpersons took lead in organizing these talkshows. The talkshows were meant to raise awareness on issues of child labour and the importance of having all children of school going age attend full time school at least up to 15 years of age.

The talkshows allowed people to phone in and from the analysis of the reports from the regions, the talkshows were appreciated by those who phoned in and some of the radio stations committed to provide free talk time for the next radio talkshow.

## ANPPCAN

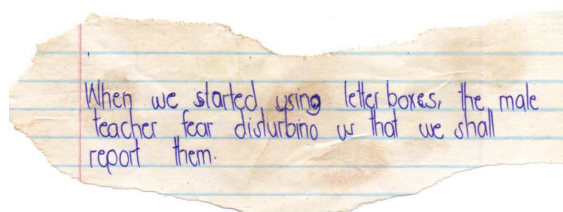
With 18 months into the project implementation, notwithstanding challenges registered, the project continues mobilizing the communities and the government to support all children of school going age to keep at school on fulltime basis and regularly. Regular monitoring of school attendance reveal increased school enrollment (11%), reduced dropout rates (50%) and improved regular attendance rates as an indication that the project amidst many challenges is making a headway.

The community conversation meetings (CCM), a community response mechanism through which the community dialogues on the challenges adversely affecting children and their parents or guardians where communities come up with workable solutions continue attracting a good number of participants. Under this reporting period, 56 CCMs with an average attendance of 45 people have been held in Nakatoogo and Mitukula parishes.

Through these dialogues, the communities continue to deliberate on pull and push forces responsible for keeping children out of school and consequently getting the community based practical solutions to the problems. The most interesting push force in both CLFZ has been identified as domestic violence. In their meeting, the caregivers realized that domestic violence is very much linked with poverty in terms of household economic inability that bars the caregivers from taking their children to school. The participants further realized that caregivers that attend the CCM and take the same dialogue at household levels have had economic, social and emotional wellbeing improved which directly impacts on welfare of their children. Social sanctions have been imposed on households that deny female caregivers from attending the CCMs by not supporting such households in time of hardships like illness and funeral. Such sanctions have significantly improved CCM attendance and compliance to sanctions instituted.

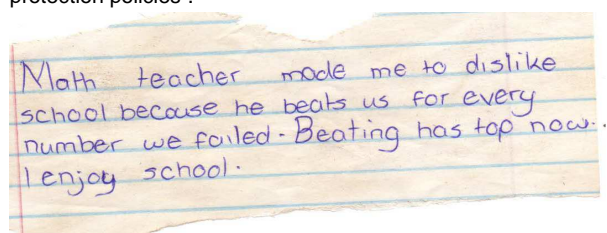
Through letter link box services, 15 schools continue receiving psychosocial support services. Unlike the traditional use of suggestion boxes in soliciting opinions about how to improve services of institutions, the letter link boxes make the communication between the opinion

givers and receivers more effective simply because the opinion giver may indicate his/ her name hence soliciting customized response or support to the victim (complainant). The use of the letter link boxes involves back and forth information flow for where clarification might be needed. Two teachers (senior male and women) were given refresher training in managing letter link initiative. Do's and don'ts as well as ethical concern in handling sensitive abuse cases were at the centre of training.



Analysis of the feedback from the learners for 2013 and 2014 indicate improved response by the school administration to the children's concerns. There is significant fall in number of cases (complaints) of corporal punishment.

Child protection policies which were developed by schools making organs in 2013 continue being implemented in all the schools hence checking the levels of violence against children in schools. One pupil testified "Corporal punishment has been made history in our school; our math teacher used to cane us for every number we got wrong, which had made me hate the teacher and math subject as well. But now I enjoy math subject. Thanks to child protection policies".



Child abuse response mechanisms in schools (letter link boxes) reveal a steady drop in cases of violence against children.

The application of SCREAM methodologies by 30 trained teachers have translated into lively teaching and learning experiences. Feedbacks from learners through child rights club activities indicate increased use of drama, music and art delivering matter to the learners. Teachers have also testified that even the time takers (slow learners) relatively pick up to the visual aids, art, music and drama used in learning and teaching. It is no wonder that there has been a down ward trend in absenteeism rate (2%) in all 56 schools in child labour free zones as compared to first term 2013 which stood at 8%. Application of the SCREAM methodologies is yet another innovative tool that will continue making learners enjoy school life hence increasing school retention and completion rates especially in the project participating schools.

During the period under report, both CLFZ in Rakai have isolated domestic violence as the worst enemy of the efforts to make Omar's dream attainable. Consequently community bylaws have been enacted and social sanctions put in place to control the behavior of delinquents that do not adhere to the new norm. The communities dialogues continue being very relevant in identifying harmful traditional practices that keep the life of the children and the community in vicious circle of poverty, illiteracy and illness.

A coalition of Civil Society Organizations (CSOs) has engaged the local government to facilitate the office of District Inspector of Schools (DIS) to step up the school inspection outreaches. The low quality education has been identified by the coalition as an advocacy issue, the motivating factor that keeps children out of schools. Engagement with DIS revealed his office is ill facilitated with fuel to undertake the inspection. During the district budget conference the indicative figures were included in the budget to cater for increased fuel allocation to the office of DIS.



## Kenya

### KAARC

KAACR has made inroads in putting together organizations of dynamic interests for the project. The various interrelated child committees are now working together with the community to address child labour matters. Most important, perhaps is the inclusion of the **Awareness raising**: Different strategies were used in the 4 operating areas to raise awareness. Some examples:

- in communities on various social protection programmes targeting children and their families;
- Local child labour committees mobilized members from the communities for awareness raising on child labour with the climax on withdrawing children who are engaged in child labour and referred them to other service providers. The villages also managed to convene 3 exchange visits to explore alternative support to children withdrawn from child labour;
- Local media house were engaged to record good practices on withdrawal and retention of children from work and into school. They highlighted the importance of linking parents to micro-finance institution to assist community members to start income generating activities. The activities of the villages have realized the withdrawn of several children from child labour.

**Education:** In April, the Kenya Children Assembly (KCA) brought together 188 people from all the 47 Counties of Kenya. KAACR played a role of engaging during planning meetings to develop a theme on "Access to Quality Education for Every Child in Kenya". The children felt that education being free for all was already addressed and endorsed as law but the quality bit of it was still wanting. The children also developed a slogan on "Education My Right, My Responsibility" taking into account the

local administrators in project implementation; creating an opportunity for them to dialogue and engage school administrators on child labour issues. Additionally, the involvement of community organizations, the faith based organizations as well as the parents is slowly changing attitude towards education as an investment.

responsibilities of children when addressing education issues. The Uniqueness of this year's Kenya Children assembly was that the children drafted and handed in a Memorandum to the Ministry of Labour, Social Security and Services and Ministry of Education, Science and Technology Cabinet secretary, putting to task the government to ensure that education is not only free but also its accessibility and its quality to all children.

The project supported children withdrawn from child labour and needy children to attend school. It has been a successful initiative because most of the students supported this year have performed very well and they are in school. During this reporting period, 43 applications were approved. Most of these students consisted of children prevented and those rescued from child labour from the project areas

KAACR conducted a midterm evaluation in the 4 Counties. Essentially the review exercise was intended to compare notes on what was achieved against what was intended, and to make recommendations towards improving the remaining part of the project implementation. As a result an ex-change programme took place between some KAACR partners to programmes in Uganda where the CLFZ of ANPPCAN Uganda chapter was visited in Rakai and where good lessons were learned on e.g. village savings and loan associations, income generating activities for parents/guardians and the benefits for the community from the community dialogues and conversations.





## Ethiopia

### ADAA

The majority of the community in the target 'kebeles' of the district, especially women and children, have been suffering from different types of harmful traditional practices (HTP). It is hardly possible to bring sustainable community development in all matter while many children are suffering from malpractices that deny child right to education. Accordingly, ADAA has made a social mobilization among the society on issues of HTPs, child labour and its prevention in the target kebeles by using different media of social gatherings like mosques, churches and Iddir and school clubs.

Through the collaborative effort of community leaders, religious leaders & Child Wellbeing Advisory Committee, it has been possible to convince the society to change previous attitude towards harmful traditional practices, and child labour. As a result, the attitude of the community towards HTPs is positively changed and the attitude of circumcisers improved. Many children have been liberated from labour. ADAA is using these people as role models to share their experiences in the community conversation and different public occasions. This helps to overcome issues related with HTPs and liberate many children from child labour.

In order to enhance attitude change of the community on the education of children and against HTPs, a public event was colorfully celebrated by the motto of “**creating child labour free zone**”. Different messages related to the severity of child labour have been raised by the district Education Office, and community representative. The community has promised to make their kebele's free from any child labour and to stop any form of harmful traditional practices with the collaboration of all stake holders. In general, a total of **3426** children (2033 boys and 1393 girls) living in the project Kebeles have been liberated from labour and integrated into schools so far.

**Training** for school club leaders helped the schools to effectively manage co-curricular activities; the students also get awareness on how they will be involved in co-curricular activities and how to mobilize the school community at large. This increases actively engagement of students in co-curricular activities at school and starts students managing the co-curricular activities by planning their activities and future direction independently through minimum support of teacher and school management team.

**Education:** In view of filling the gaps observed during the field visits and presentation by schools, the following topics/issues have been emphasized during the training: teaching methodologies and learning activities; learning media preparation and utilization; time management on lesson planning; director's activities that promote school effectiveness; teachers' managerial function in school effectiveness and complementary nature of the home and school. During the training, Development Expertise Center brought one teacher from north Shewa to share best experience on active learning to participants. All the topics were supported with video analysis and practical exercise in order to make the training more practical. After the trainings have been given on active learning through two rounds, the following major improvements have been observed in target schools:

- Teachers professional support to one another improved
- Preparation and utilization of instructional media and worksheet improved
- Implementation of different teaching strategies and learning activities in every subject improved
- Formation of the students group and rotational leadership among the groups
- Preparation and utilization of worksheet improved
- Attractiveness of classrooms and school environment improved

- Improvement in supporting female students and students with special needs
- Improvement on the complementary nature of home and the school
- Improvement in the area of record management in schools
- In view of minimizing the shortage of classroom which is emanated from the increasing number of students 8 (eight) additional classrooms have been constructed in 3 primary schools. On the other hand four rooms of teachers' residence were constructed instead of one classroom which was planned to be constructed by the community. This is mainly because of the far distance of the teachers' residence from the school which resulted in late coming of teachers.

**Networking:** ADAA has strong relations with likeminded organizations such as Basic Education Network-Ethiopia (BEN-E). In view of supporting students from pro-poor families with educational materials; ADAA has got 2500 exercise books from Basic Education Network-Ethiopia (BEN-E) and distributed these exercise books for needy students and children from pro-poor families in the project schools. In addition to this, school uniforms have been distributed to 3500 children from pro poor families. As a result, these students have got a chance of going to school and attending on their regular academic period. Mothers have been supported with low economic background by establishing mothers Self-help groups since last year. These mothers are technically supported on how to create income and supporting their children.

## FSCE

Regular community conversation sessions on the importance of education, child labour and other child protection issues have been going on in this biannual as well. The conversations have been undertaken through several community conversation groups and on average, a total of **511** community members have participated in the conversation sessions. The participants have acquired knowledge on child labour, the importance of education and other related issues from the identified Child Protection Indicators. As a result of the sessions, a better understanding of the concept of child labour and other child abuses among the community has been observed than it was previously. On top of that the community has now become protective in child protection tasks.

A workshop was organized to communicate major issues identified and enforce decisions. The discussions exposed a number of issues, for further improvement, that were observed throughout the process. Concerning these issues, community participants have passed decisions. Among better achievements done and decisions to be taken, the following are some of them:

- The increased community awareness has helped the community to send their younger children to preschool so that elder children have been protected from labour. The elder children are not engaged in looking after these younger siblings anymore.

- The community has also been discussing child labour issues on its own during social gatherings and have been able to protect children from labour by creating awareness of the community. Some parents/guardians who have previously involved their children in labour have promised the community to keep them away from labour.
- The community has also promised to pursue the good task done on mitigating child labour & other child protection issues for the coming project year too.

The discussion was important, as it helped in evaluating the progress and share changes observed.

**Education:** Primary schools have been renovated in this biannual so that the renovated classes have now become more attractive, welcoming and child friendly. On top of that the teaching-learning process has now been going on smoothly. Hence, students are expected to achieve better in their performances than it was previously.

Libraries found in primary schools have been renovated in this biannual. The renovation has increased students' time to stay in the libraries. The libraries have now become more attractive and comfortable. In addition, chairs, tables and shelves provided has helped the schools to keep its books safer and keep its students comfortable.

- A training was organized for target school principals (Teachers, School, Directors, Club Leaders, etc.) on child labour and other child protection issues. The training has helped the schools to achieve the following:
- Better knowledge of school principals on strategies and importance of child participation to combat child labour.
- Improved knowledge and awareness of school community on child labour and its characteristics.
- School community became aware of causes and consequences of child labour.
- School principals became acquainted with nature and extent of child labour.

Training provided to school principals, vice principals, and unit leaders on Guidance and Counselling has played a significant role in making the school administrators more aware about the importance of guidance and counselling for better achievement of their students.

The provision of training on the Area Based Approach and accessing primary education to create CLFZ at different levels from pertinent government offices' and other organizations' representatives was important as it indicated some directions as to how an Area Based Approach can be adopted so that children can be protected from labour and sent to school.

To improve quality of education FSCE in collaboration with Development Expertise Center organized training on **Improving Quality of Education through Active Learning** with focus on: Student Centered Teaching Methodology, Lesson Plan Preparation, Making students stay on task, Criteria on how to organize students in a group, Teaching Aid Preparation, Pre Teaching Methodology Plan Questions.



After the training, participants prepared plans of action on how and when they cascade the training to their colleagues. Accordingly participants cascaded the training to their colleagues in their respective schools. A total of 157 teachers from all schools benefited from the training.

Observation of all activities, training sessions and during monitoring visits resulted in:

#### **Changes observed among the teachers**

- Higher motivation created
- Lesson plan prepared for the long range
- Made their students stay on task
- Made the teaching learning process for students centered and attractive
- Observed their own limitations by watching their videos while demonstrating in the class
- Experience sharing
- Able to help all kinds of students with special needs in the classroom
- Effective time management achieved

#### **Changes observed among the students**

- They have become on task
- Everyone has been involved in classroom activities
- Able to prepare media materials both personally and in groups
- Positive competition observed among students
- Self-confidence developed
- High interest observed to come to their schools

**Support to parents/guardians:** the conducted training on Basic Business Skill, how to set up IGA, and Entrepreneurship for 70 mothers/guardians of children is believed to increase awareness of the mothers/guardians and motivate them to increase their already started saving and generate local business ideas so that they can better protect their children from child labour and other child protection issues.

Similarly, the delivered trainings on cooperative principles, cooperative management and importance of saving for 61 mothers/guardians of children and Management and Leadership for 10 executive members of the mothers/guardians are believed to bring about attitudinal changes for the mothers so that they will develop a feeling of self-reliance by being in association with mothers/guardians of their types and be able to manage and lead their association effectively.

The training given on basic business skill, entrepreneurship and business plan preparation for 40 elder children in two groups was important as it helped them to strengthen their livelihoods so that they can send their younger siblings to school to protect them from child labour and other child protection issues.

Seed Capital provision for 40 elder children (5000 Birr for each) who are 18 and below, have the responsibility of taking care of their siblings and are able to work according to their age, with the help of their nearby guardians, helped them to involve in different Income Generating Activities.

## **WCAT**

This project is being implemented in 8 schools that are found in 6 kebeles of Estie woreda in South Gondar Administrative Zone of Amhara regional state. The woreda in general and these catchment areas in particular, are one of the areas which had high numbers of school dropout rates, repetition rates and out-of-school working children which in turn depreciates the quality of education.

In the project catchment area, 437 (231female) pre-school children and 4705 (2383 female) school age children are currently attending their education in the 8 schools. Among which 58 (25 females) are with different disabilities. Unfortunately, 149 (49 female) of them dropped out due to different reasons like changing school and places of residence.

The teaching learning process takes place 5 days per week as per the set schedule by 163 (77 female) teachers. 3836/1398 women/adults have been attending Integrated Functional Adult Literacy (IFAL) programmes in the 8 targeted schools that is designed to influence the parents and youth in the community about their livelihood improvements in general and education of their children in particular. So, in this case, it includes youth, women and men above the age of 18 years old.

**Direct poverty alleviation:** general awareness and orientations were provided for volunteer teachers and child development promoters on how to select and identify disadvantaged mothers and youth to engage them in IGA and how to identify vulnerable children for educational materials and school uniform/cloth support.

New identified disadvantaged youth and women were provided training on agriculture related business skills in collaboration with Este woreda Agriculture and Rural Development office with the main purpose of empowering them economically and ultimately to fulfill the educational needs of children. From the training, they acquired knowledge and skills on how to rear domestic animals, how to increase its production and how to protect them from animal diseases. After the training, they were provided a startup capital ranging from 834 up to 1300 birr per head. So, they engaged in different IGAs schemes such as rearing sheep, retailer and weaving. The variation of the startup capital is due to the type of the activity they engaged in.

Discussion on how to access quality education was carried out with the school community: school teachers, directors of the schools, parents, PTAs, students, kebele education & training boards, youth clubs and child development promoters. The main agenda of the discussion was how to return children who did not attend regularly to school, how to minimize factors that negatively affects quality education such as absentees, dropout, low participation of parents on child development. It resulted in more children attending schools.

Discussion with religious leaders, youth club members, *equb*, *idir leaders* and Woreda culture and tourism office was also conducted on cross-cutting issues concerning child development. The main purpose of the discussion was to create awareness about child development and

factors that negatively affects children's wellbeing and family income. During the discussion, evidences were presented on how and why these factors happened and solutions were set how to prevent it by the audience. The participants promised to avoid such factors through peer teachings even in their informal organizations, locally called mahiber, equb, idir etc.

The performances of previous project year IGA beneficiaries was evaluated through discussion and observation. The main purpose of the discussion was to monitor and evaluate the economic improvement of families and the academic performance of their children. It was found that most of them are in a good situation, they send their children to school regularly, they become productive and start to generate income and fulfilling the needs of children.

WCAT purchased and supplied the necessary construction industrial products to the target schools for the construction of additional school buildings and renovation of the existing classrooms so as to create conducive learning and teaching environment in the target schools with community labour and in-kind local material contributions.

**Community participation:** Training on inclusive education was provided for people in the communities. The purpose of this training was to increase the awareness of the community about disability particularly on the negative stereotypes of disability, enable teachers and parents to support children with disability and to show the importance of inclusive education. This is because there are significant numbers of disabled children enrolled in the target schools (44). The training was given by a teacher who is trained in teaching special needs education and has an experience on it. Consequently, the participants understood the significance of inclusive education, how they can identify and support disabled children etc.

Community dialogue and conversation was conducted with for stakeholders on child development in the project period. The objective of the dialogue was to enable stakeholders put influence on the community to send their children to school and minimize dropout rate.

Child talent and competition programs took place to create competition among school children and to increase academic achievements. The competition was question and answer among grade 1 & 4 students. Totally, 198 students participated in the competition. With this programme, WCAT's target schools achieved better performances than other schools. Finally, best achiever students were awarded with educational materials such as reference books and pens and in addition footballs and volleyball for clusters which scored good performance were provided.

English language training was arranged and provided for volunteer teachers to improve the speaking, reading and writing skills of the teachers in English language and hence ultimately to improve the English language skills of children. The content of the training focused on the major kinds of language skills, mechanisms of improving language skills, the current problems of English language and possible strategies to improve it and on vocabulary

and grammar usage. It was conducted through group discussion, presentation and practicing.

**Networking and partnership:** GO/CSO networking forums were carried out at woreda level in each quarter. Although it was facilitated by the woreda Finance and Economic Development Office, the budget was sponsored by different volunteer organizations in every quarter by turn. WCAT was one of them which sponsored the forum in the project period. The main objective of the forum was to: sustain the development interventions; develop sense of collaboration among stakeholders; share best experiences and; find solutions for the challenges by collaboration.

Public dialogue on non-negotiable principles of out of school working children were held. The objective was to sustain the access of vulnerable and out of school children to quality basic education and to return out of school children to school by working together with school communities. The school directors, influential community members and religious leaders participated during the dialogue. After the dialogue they promised to eliminate out of school working children.

School celebrations were carried out in each school to increase the awareness of the community on the importance of education. During the school celebrations, reports on schools annual plan Vs achievement was presented to the parents and students. Dramas, poems, different child talents and sport shows were presented to the audiences by the students.

FSCE staff visited the project sides of WCAT and shared some experiences with each other. The FSCE team appreciated the overall integration and organization between the school community, the community and WCAT staff and also admired the performance of the youth clubs and the activities accomplished by volunteer teachers. WCAT who works in rural settings learned from FSCE who is working in urban settings about supporting and strengthening the government schools and using FM radio for promotion of child development and quality education to the wider community.



## Ghana

### GAWU

Two new child labour free zones in the Eastern and Ashanti regions have been established bringing the total to 7 among 30 communities. Other institutions such as the ILO cocoa community project are experimenting activities in other 40 cocoa communities. The national steering committee on child labour discussed the concept with the national house of chiefs. This August, the house accepted the concept as the way forward and some materials and educational activities were shared with them. School management committees, Parents Teachers Associations, the Local Union, the Child Protection Committees and the chiefs continue to work with the project. There is a grown community interest in the project.

**Bridge schools:** So far all the 3 bridge schools are non-residential. In the period under review 48 children were added into the bridge school whilst 11 were reintegrated into formal classes bringing the total number in bridge schools to 259 children. They normally spend between 3 to 6 months depending on the recommendation of the facilitators and counselors who place them into the appropriate classes. Bridge schools are run by volunteer teachers and supported by social welfare officers in each district.

**Educational Campaign:** 40 Members of the Ghana National Association of Teachers Eastern Regional Branch, focal persons of 19 affiliated unions of the Ghana Trades Union Congress were given training on the child labour free zone concept. GAWU also assisted the focal persons of the national unions to develop union specific plans of action against child labour.

**Sensitization Programmes:** The public addresses systems mounted in all thirty communities continue to be used as a tool for education in the communities. The school drama groups have also developed a new drama and jingles in local languages in Ashanti and Volta. The eastern regions schools have also developed special local songs on child labour free zones. Eight radio discussions were held in the project target areas 30 Public Address

systems are being used in all communities to educate and sensitize members.

GAWU participated in the annual inter-schools sports festivals, where nearly 1320 children gathered together for the annual sports festivals in the 3 districts. GAWU presented CLFZ trophies to be won by the best school, and a number of prizes and sports equipment for the festival. GAWU also presented sport materials to the club schools to enhance their effective participation in the games. Extensive awareness was created using sports as an entry point. *"Child Labour Aaawayyy"* has become the saluting slogan in the areas. A drawing competition amongst the children produced many beautiful and creative presentations of what the CLFZ meant to each child. The drawings have been displayed in the schools.

**Income improvements:** Parents in the communities are involved in the following income generating activities:

- Ashanti Region: grass cutter, rearing, snail farming, and honey production
- Volta Region: Fishing, fish processing and General Trading
- Easter Region: Trading, Oil Palm processing, as a poverty reduction strategy to address the needs of parents.

1000 children identified have been registered under the **National Health Insurance Scheme**. The remaining number will be registered once formalities with parents and relevant stakeholders are completed.



GAWU Anti Child labour Cultural troupe in action



## Morocco

The “Safi, a city without child labour” project is based on two phases:

**The Preventive Phase:** The objective of this phase focuses on the prevention of children, who are at risk of dropping out of school to enter into child labour. This is done by identification of 12 targeted schools in different zones of the city, participation of children at risk to become child labourers in summer camps, identification of students with vision problems to be supported with spectacles, implementation of classes for children living with disabilities and those with language problems, sensitizing and mobilizing the population of Safi.

Another important component was the improvement of the school environment (painting, planting, etc.), extra-curriculum activities. In addition to that, a local committee was formed. They together have set up a good network with different partners (unions, employers, headmasters of schools, teachers, members of the parliament, government, communities, NGO, etc.). All these elements contributed in retaining the students who were at risk of dropping out, in school.

**The Curative Phase:** This phase of the project has just started. It was initiated by the large march that took place in June 2013 (the World Day Against Child Labour). SNE sensitized the population of Safi of the dangers of child labour. The objective of this phase is to withdraw children from work and to (re) integrate them into school. The research identified 4 areas where many children work. However, SNE will focus on one area, which is the industrial area where the rate of child labour is very high. We are working through the area based approach in order to make the industrial area child labour free and in the end make Safi a CLFZ.

The results so far are:

- 1300 prevented from dropping out school;
- 640 children benefited from spectacles in 2013 and 502 in 2014;
- 24 activities organized by our partners;
- No student left school in the 12 targeted schools in comparison with other schools in the city;

- Fruitful communication between the 12 targeted schools through their representatives;
- Community members, local authorities, parents, Safi population become aware of child labour dangers and aware of the right place for children is school. Moreover, they are ready to participate in this project;
- A good network of committed influential people has been established (unions, employers, teachers, headmasters, members of parliament, NGOs, Department of education, parents, local authorities);
- A local campaign of awareness and mobilization has been launched in the industrial zone;
- The first research done on child labour in Safi;
- Positive participation of the Ministry of Education through the head (délégué) of the Department of Education and the responsible person of the project at the Department of Education in Safi.

To sum up all these activities that are successful, there are also some problems with some employers who tried to hide the children. Also it was sometimes difficult to convince the parents. This means that there is still a lot to do. However we were successful at convincing the responsible employers of the industrial zone and the inspector of labour. The inspector of labour launched the awareness and mobilization campaign in the industrial zone on Tuesday, June 24, 2014. And it was indeed a big day.

For more information: [www.clsne.org](http://www.clsne.org)



## LINKING & LEARNING

**West (francophone) Africa:** Six NGOs in Mali, Burkina Faso and Senegal through *Stichting Kinderpostzegels Nederland* are preparing themselves to implement CLFZ by learning from MV Foundation in India, Ethiopian and Ugandan partner agencies and via workshops and conferences from many other partners in different African countries.

All the three National debriefing workshops took place in Burkina Faso, Mali and Senegal. In the previous bi-annual report the national debriefing workshops in Burkina Faso and Mali were presented.

**National debriefing workshop in Senegal** took place in December 2013 organised by partner agency ENDA Jeunesse in collaboration with the Ministry of Women, children and family. About 50 people participated from 7 big cities in Senegal and from different organizations, representatives of Ministries, local government, trade unions, journalists, NGOs. ENDA presented the findings of the exchange visits to India, Ethiopia and Uganda as well as the Kampala Conference and Declaration. The results of the workshop were: the participants were convinced that the area based approach towards the creation of CLFZ can work in Senegal and promised to collaborate; emphasizing that quality education is important and the government should play their role; as well as the school inspection, teachers unions and teachers themselves.

It was decided in Senegal to work in line with the new law and change the terminology of area based approach towards child labour free zones into child protection zones. This is broader than only focus on child labour as it also works on other child abuse and neglect issues.

With the support of Stop Child Labour coalition partners Kinderpostzegels Nederland, the three countries have started the implementation of pilot CLFZ.

In March 2015 support visits will be organized and facilitated by an Ethiopian resource agency (ADAA) to give on the job support and technical advice in the realization of CLFZ in the pilot projects in Senegal, Mali and Burkina Faso.

The project will organize a final Regional workshop where the three West African countries will share their experiences and present their results so far to a broader group of people in West Africa.

**Education International (EI)** through *FNV Mondiaal* and the *Algemene Onderwijsbond (AOB)* is implementing a programme under Omar's dream project.

EI took advantage of the EI campaign Unite for Education. All participating unions have mainstreamed the eradication of child labour in their union policy and education advocacy. Efforts have focused on sensitizing teachers, education workers, parents and communities about monitoring school retention. This is the best way to keep children away from work. Strengthening national policies on child labour through the promotion of compulsory and formal education, universal access, free and quality Education for All has

always been and still is the major goal of EI and teacher unions worldwide.

Following the initial national workshops held in June 2013, the teacher unions in Mali, Senegal and Uganda developed national activities to raise awareness and contribute to the existing CLFZ coalitions. In Mali, Morocco and Uganda, the eradication of child labour is mainstreamed in the union policies and programmes.

All participating countries (except Senegal) took part in the EI delegation to the 3rd Global Conference on Child Labour held in Brasilia, Brazil from 8 to 10 October 2013. The delegation managed to influence the conference outcomes with the insertion of an additional paragraph in the conference declaration stating 'We stress that education, health and social workers should be entitled to decent working conditions and relevant initial and continuous training, and that related policies should be developed with workers' organizations through social dialogue (new para 6)'. [www.ei-ie.org/en/news/news\\_details/2716](http://download.ei-ie.org/en/news/news_details/2716)

The concept of CLFZ was highlighted in several workshops, including in the main panel: "Education Models and Schools". The national coordinators in the four countries also contributed to workshop validating the EI Resource Manual for Teachers and Teacher Unions 'Teachers and Teacher Unions: Ending Child Labour'. [http://download.ei-ie.org/SiteDirectory/ChildLabourEditorialGroup/Doc/2014\\_EI\\_Manual\\_EndingChildLabour\\_E.pdf](http://download.ei-ie.org/SiteDirectory/ChildLabourEditorialGroup/Doc/2014_EI_Manual_EndingChildLabour_E.pdf)

National advocacy focused on pushing Governments to deepen their commitment and bridge the policy implementation gaps. Efforts were made to target business leaders and employers federations to sensitize them to their responsibility.

Community outreach continued according to the unions' strategies. Some focused on media strategy (printed media, radio and television) like Morocco, Senegal and Uganda, others focused on internal union communication (Mali and Uganda).

**Uganda:** UNATU developed 5 key messages that were run as newspaper strips in the Daily Monitor newspaper. For purposes of simplifying the facts around child labour, UNATU developed an illustrated fact sheet on child labour issues that was massively circulated. 2000 copies of the flier were printed and circulated through UNATU's Regional structures to teachers, religious leaders and the District Offices. With more funding, we hope to have the messages in the flier translated into local languages such that the lay man in Uganda can identify with them.

UNATU developed an advocacy audio message (length: 1 minute) to be used in electronic media publicity campaigns. The message developed will be used as a Master copy that can be translated into different local languages for wider publicity even among the illiterate.

**Mali:** SNEC Mali organised several capacity building activities for teachers and unionists, including: Training of the SNEC focal points in the Mopti region. The training



focused on learning to use the SNEC child labour manual; analyse the strengths and weaknesses of SNEC in fighting child labour, analyse the impact of the education in Northern Mali; Teacher union visits to the child labour free zones of Niono and of Kadiolo; National training workshop for the SNEC focal points, Launch of the national coalition of CSOs promoting early childhood education to fight child labour.

Visibility of all the activities was ensured through national television coverage and print media. CD-rom have been produced including SNEC training sessions and television media coverage. These were distributed to teachers, parents and education unions.

**Ghana:** The GNAT has promoted and will continue to promote Child Labour Free Zones, with the collaboration of all concerned, to create an enabling environment for the prevention and elimination of child labour. Our engagements with ministries, and other state agencies, Parliament, the Judiciary, Employers and Workers organizations, as well as regional and international organizations and civil society actors plays a key role in this regard. We will continue to promote social dialogue as well as concerted action between the public and private sectors around the eradication of child labour.

**Senegal:** In July 2014, two Omar Dream activities were carried by the five teacher unions affiliates by Education International in Senegal. The activities were coordinated by the umbrella organisation USEQ (Union des Syndicats pour une Education de Qualité).

- A workshop was held aiming to sensitise participants to the risks of drop out for children despite the national legislation which provides for education until 16 years old. Representative of the Education Ministry and of the education CSO COSYDEP (composed of unions and NGOs) talked about the initiatives to improve the quality of education and the legislative and practical means to prevent school dropout and monitor the children and adolescents at risk. A focus was put on early childhood education and on ways to integrate in school children removed from child labour situations.

- Members of the Omar Dream coalition got together for a one-day meeting to reflect on the plan of action for the CLFZ of Bambilor. Participants of the union seminar reflected on the acquired skills and suggested a plan of action to raise the awareness of targeted communities in Bambilor. A reflection was also carried about the involvement of institutional actors and representatives of civil society. The meeting ended with a renewed commitment to the concept of CLFZ.

**Handbook on CLFZ:** In June 2014, SCL has contracted a consultant for the development of a **handbook on the area based approach/CLFZ** during the next 6 months. The handbook will include concrete strategies towards protecting the rights of all children and ensuring that all of them attend formal, full-time schools. It will present best practices and success stories in different countries with different contexts and applications. The handbook will show that it is indeed possible – despite of poverty – to get children out of work and into school. The handbook will serve as a source of inspiration for others to replicate and support the concept of child labour free zones. It will be launched during the end term meeting of Omar's Dream project in May 2015 and shared with a broad range of stakeholders throughout the world.

The handbook will mainly be developed and designed for the Omar's Dream stakeholders - especially partner organisations and field staff. Furthermore the handbook is for other stakeholders around the world working on the realisation of CLFZ. It will serve as a source of inspiration and practical guide for these target groups to learn more about the application of the area based approach towards the creation of CLFZ in different contexts.

The consultant has a wide experience in storytelling and communications, including collecting and documenting practical examples of successful action in the field. The consultant is familiar with interviewing people in diverse and varied contexts, and able to identify unique characteristics and key persons in each specific setting.



## AWARENESS RAISING COMPONENT

**On the 11<sup>th</sup> of June 2014** - one day before the Global Day against Child Labour - Hivos launched the exposition *'Kinderarbeid, niet in mijn tijd!'* (Child Labour, not in my time) in the Openluchtmuseum in Arnhem.

In the traditional dairy factory Freia, three life-size boilers have been converted into an informative attraction. Children and their parents can experience what it is like to work as a child, what the consequences are of not going to school and how child labour can be solved.

Through *'Kinderarbeid, niet in mijn tijd'*, Hivos wants to show that child labour is an outdated phenomenon and that there is a solution. In the Netherlands it is normal for children to go to school and there is no question about the importance of education. It should be like this everywhere

in the world and it can be when mindsets are changed and everyone works together.

The experience is part of the Canon of the Netherlands of the Openluchtmuseum and the Rijksmuseum. Its launch in June created a lot of media attention on local, regional and national level, including a 4-minutes item in the Jeugdjournaal, a famous, daily national news item for children.

The experience can be visited from April till October during the next 10 years. This creates new and interesting opportunities for Hivos to spread the message and organize additional future activities.

## INTERNATIONAL POLICY ADVOCACY

Stop Child Labour received a grant of EUR 5 million from the Dutch Ministry of Foreign Affairs for a new programme that runs from May 2014 to April 2017. The programme strengthens and expands CLFZ worldwide were possible with active involvement from CSR initiatives and companies. It is being implemented in 6 countries and in different sectors: Uganda-coffee; Zimbabwe-tea; Mali-gold and agriculture commodities; Turkey-hazelnuts; Nicaragua-natural stone; India-natural stone, leather and shoes, garments.

The case of Stop Child Labour was being used to document a Multi Actor Initiative due to its uniqueness and application. The case study is being shared to show other programmes, organizations, the donor community and the private sector how important, possible and effective it is to work together on complicated issues.

### 3. CASE STUDIES

Find below case studies that describe interventions at the local level to give an impression of the projects.

#### CACLAZ - Zimbabwe



One of the most effective strategies to bring about changes in attitudes towards child labour and access to education is awareness raising. Constant efforts continue to be made to get the message clear to all sectors of the community that; “all children must be in school and not at work”. Since CACLAZ began operating in ward 16, numerous awareness campaigns have been made to try and influence community attitudes to change in favor of children. Some of the platforms used are commemorations, road-shows as well as meetings. But the organization realized gaps in terms of the people attending these functions. Men always tended to dominate the meetings.

CACLAZ then probed to find out why most women stayed away from these functions. Some of the reasons uncovered include the power dynamics between men and women in this patriarchal community where men tend to dominate women in all aspects of life. In this community, the place of the woman is the kitchen, which explains why most won't even attend social gatherings. Another reason was the timing of the events. Events that came during the mid-morning clashed with household activities involving women where they were busy doing household chores. Yet our belief is that women are better custodians of children's rights than their male counterparts.

So, using our experiences gained from ANPPCAN Uganda where women's involvement in child rights activities are solicited through the promotion of girls' soccer, we decided to go all out to bring women to play a more active role in supporting activities aimed at promoting children's rights. One way of doing this was to produce IEC material specifically targeting women. These materials had messages on child labour and the importance of quality education. These were distributed at important gatherings where awareness raising was taking place.

Initially, the inertia continued with most women staying away from these functions, but the moment they realized that materials for women were being distributed at these functions, they began to come in larger numbers. We also realized that the women took a more active role in encouraging other families to send children back to school. Today, ward 16 is on the verge of achieving the 'child labor free zone' status as many more people are returning children to school on their own accord, and we would like to attribute this to the special role that women are playing by encouraging people to send children to school.

CACLAZ would like to move a step further by encouraging the women to form internal savings and lending clubs where they can use the proceeds to educate their children as well as give them all the support they need in school. Indeed, women have big hearts for children, and it is this soft spot which they have for children which gives them the cutting edge over their male counterparts. So, CACLAZ would like to say, 'with friends like these, who needs enemies!'



## KIN – Uganda

Mafabi Janet, aged 61, is a widow and a care taker of five grandchildren. Two are orphans, while the rest were abandoned by her son, who relocated to the islands in 2008. Since then she has never heard from him again. This is a common practice in this area; quite a number of children are abandoned by their own parents who try to find a new life elsewhere.

Mafabi had a small business of selling dried fish in the market, which was not doing so well. This pushed her to engage her two elder grand children into child labour by hawking dried fish on the streets.

Lucky enough these two children were identified and removed by a community volunteer, who got concerned after becoming a member of child labour free zone committee. Mafabi was counseled and advised to join a VSLA group to be able to save and support her grandchildren. She joined a group known as Rays of Hope and started saving.

After attending a training in financial literacy and selection planning and management, she got a loan from the group amounting to sh500,000 (\$200) which she invested into a poultry project. Her chickens are now giving her eggs and in a day she collects three trays, which she sells in the neighborhood. A tray is sold at sh8500 (\$3.4), she earns sh25500 (\$10.4) in a day.

Mafaabi is grateful that this project can sustain her home and also support her grandchildren with the necessary school requirements. She is happy to see her grand children in school again.



## UNATU – Uganda

### Successful engagement with the district Policy makers towards making the entire district a CLFZ

In a meeting held on 20<sup>th</sup> May 2014, with the District Councillors of Rakai, the district Councillors Unanimously agreed to make the response to child labour one of their priority items and have a budget specifically for child labour.

The sub county committees on child protection are working with the village Councils to come up with practical solutions to responding to child labour and promoting access to education to all children up to the age of 15 years in their respective sub-counties. The district Councillors, each of whom is elected to represent the sub-county, are supporting this exercise.

At this meeting, Ignatius from ANPPCAN shared some of critical success factors in the two parishes where child labour free zones are being established and the Councillors proposed to have the strategies such as the Community Conversations, Village Savings and Loan Schemes. The follow up and reports from the district teams indicate that most of the proposed actions have started to be implemented.

One of the success factors in this engagement was that the meeting was very participatory; one of the District Councillors led the discussion in generating the issues around child labour and education in the district and they discussed what they can practically do within the existing resources and structures. It was about promoting ownership.

## ANPPCAN – Uganda

### Zero tolerance to domestic violence in CLFZs

Through the community conversation (CC) meetings held in Nakatoogo and Mitukula CLFZs, it has been discovered that violation of child rights starts at household level in form of domestic violence which destabilizes the unity of the family and consequently impacts on every member of the family but the worst hit being the children.

To create a community that respects all the rights of the children starts with getting rid of domestic violence in all households through community conversation meetings. A strong community with a norm of “zero tolerance” to domestic violence will make and institute social sanctions to enable its members comply to socially accepted norms.

The CC approach lays a unique ground which is participatory. It creates space for **listening, speaking, inclusion and agreement**. CC is an interactive process which brings people together and engages communities to discuss & explore the underlying causes fuelling the problem (domestic violence) in their environment. CC is explicitly based on the recognition that people have **capacities, knowledge & resources** to transform individually and collectively once they perceive ownership of a problem. The aim is to deepen a community's understanding of the issue (Children's rights), facilitate decision making and taking action in the local context.

#### Key Steps:

- The selected people undergo the 5 days CCF's training.
- On last day of the training they practically demonstrate the application of the skills and knowledge in modulating a community conversation meeting.
- Agreeing on the area of jurisdiction
- Linking Community Conversation Facilitators - modulators (Parish based) to child labour committee members – mobilizes (Village based)
- Hold community conversation meetings
- Agree on the topic for subsequent meetings depending on emerging issues.

It is a powerful tool causing positive change in communities. CC deepens a community's understanding of their issue (Child rights), facilitate decision making and taking action in the local context. The group dynamic processes empower communities and their members to revise values and cultural practices and give them ownership of their problems. Knowledge gain is accompanied by overcoming misconceptions.

Identifying, training and follow-up of skilled facilitators is critical for successful implementation of CC. Availability of the community volunteer that meets the minimum requirements for training as the CCF (Basic education level, Non - Religious fundamentalist, Non - political extremist, Spirit of volunteerism etc). Choice of the topic for deliberating on, should be responding to critical problems of cross cutting nature affecting the community.

#### Lesson learnt

- Community Conversation is a powerful tool to reduce risk behavior toward violation of children's rights embedded in a community's local context and promote its prevention
- It is highly flexible but dependent on the facilitators' skills to foster instead of dominate a group (midwife).
- Identifying, training and follow-up of skilled facilitators is critical for successful implementation of CC.
- CCM fit well in the concept of integrated area based approach (IABA) and child labour free zone (CLFZ).
- It's a most efficient and effective tool for community mobilization
- It hinges on rich indigenous knowledge base
- It is very economic, community issue driven and hence sustainable.



### KAACR - Kenya

Simon Mutua, 15years old, lives in Machakos County- Kaseve village. He was among the children who were withdrawn from labour and reintegrated back to school. Before joining Machokos Boys Secondary School he was a form 2 student at Kitulu secondary school.

Simon used to crush stones and harvest sand in his home area in Muvuti location in Machakos County. His parents were also involved in stone crushing business, but the money they got was not enough for all of them. Because of this work, he didn't go to school, until the committee members from Muvuti rescued him and paid his school fees.

Through his hard work and encouragement from his teacher Mr. John Wambua who saw his potential, Simon was able to represent his school in the education science congress up to the national level. Mr. Masaku, the head teacher at Machakos, offered to sponsor him in the school till he clears his O levels.

Simon is grateful for all those who were involved in helping him. At least now he is assured that he will be in school all through. Simon's former teacher Mr. Wambua is happy for the boy that now his schooling will not be interrupted anymore. He says that this boy is among them who arose above all the odds. His current teacher Ms. Imenje also shares the same sentiments that this boy has a lot of potential.

### ADAA - Ethiopia

Jemal Aliyi was born in 2000 in Bitena Kubi Kebele village, Oromia Regional State, Ethiopia. He started his primary education at Bitana Kubi primary school at the age of 8.

Unfortunately, his father Ato Aliye, decided to send take Jemal out of school and sent him to work when he was 11 years old. Jemal was sent to another district to look after the cattle, to work on the farm fields and in the house. He didn't have the chance to go to school or play with his friends.

After the introduction of the CLFZ-project in the village, his father became the member of the community conversation group (CC) and got acquainted with the adverse effects of child labor and the importance of education.

On every session, the main topic that the CC brings up for discussion is about the severity of child labour on the future development of the child. Besides, the CC members set different byelaws. This convinced Jemal's father that his son shouldn't be working. He decided to bring Jemal back to his family and to let him continue his education.

Now, Jemal is a grade 5 student. He is an active child and a well-performing school club member, who shares his experiences with his age mates and the community groups at large.



Similarly, Jemal's father is recognized by the community and considered as a role model for his decision to liberate his child from labour and bring him back to school.

## FSCE - Ethiopia

Temesgen Worku is 18 years old and lives in Dessie Town Ethiopia. Together with his two younger siblings, Temesgen had been living with his stepfather - the breadwinner of the family – who has suffered from a chronic disease and his mother, who is not engaged in any income generating activity to support the family. He was a drop-out.

Life was very challenging for Temesgen and his family members, when FSCE Dessie Area Program Office selected him and his siblings to join the programme. Through this, his siblings could go to school and Temesgen could follow a vocational and business skill training to start his own business.

Before he received the support, Temesgen had been trying his level best to support his family which was about to disintegrate. He was employed in a barber shop. What he had been earning was actually below insufficient to cover his own basic expenses, let alone to support his younger siblings.

However, Temesgen was a man of dreams who had been saving from his low income. When he was provided a total of 5,300 ETB as a startup capital, he had already 4300 ETB in his personal bank account. Putting the money together, he was able to open his own barber shop. Currently, Temesgen saves 30 ETB minimum on a daily basis. On top of that, he has become able to send his younger sister to preschool this year. Still, Temesgen is not yet satisfied. Temesgen is very proud and thankful for the opportunities he was given. “Not only for the startup capital provided, but very much also for the trainings I have taken to develop a sense of ‘Yes, I can’ ”, Temesgen says. Having the biggest barber shop in the town is what Temesgen dreams for. And he is working hard to make it happen.



## WCAT - Ethiopia:

W/ro (Ms) Dasash Yitayew lives in Amhara National Regional State, at Belta-Amjaye Kebele. She and her husband, Ato Biadgie Abebe, work 7 days a week to fulfill their basic needs. They have 4 children, who didn't go to school in the past.

Ms Dasash Yitayew is one of the participants in the income generating activities (IGA) of the Estie project. She participated in a business skill training and received a 1100 birr startup capital. From this capital, Ms Dasash bought two sheep. When the sheep got lambs, she sells the lambs at the market. This generates an additional income for her and her family.

Before, Ms Dasash daughter, Tsedal (12 years old), was employed in a private house for domestic work. Now, Tsedal is going to school. She returned to live with her father and mother instead and is no longer employed in the private house.

Through the income generating activities, Ms Dasash is able to send all her four children to school on a regular basis. The children also receive school uniforms and educational materials such as pens, exercise books and pencils.

Ms Dasash is very proud that she is able to provide for her family and that her children go to school.

She thanks the community for its support.

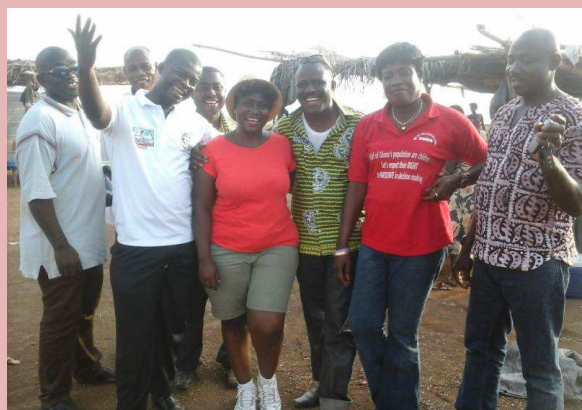




## General Agricultural Workers' Union (GAWU) of Trades Union Congress Ghana

### Celebrities promote child labour free zones

Linda Forson is a popular movie star and an activist of CLFZ and Child Trafficking free communities in Ghana. She promotes the creation of child labour free zones near the Volta Lake, joining other NGOs and local child protection committees to visit schools and trafficked children. Linda's activities have increased the visibility of the elimination of child labour within the enclave of the lake. Additionally Linda intends to produce a documentary and a movie to feature the issues of child labour. Her role has brought dynamism in both the communities and the acting industry.



### Boat builder makes his workshop child labour free

'Lom Nava' literally meaning "if you love me then come to me" is the name of the boat building shop at the kpando Torkor beach with the CLFZ enclave in the Volta Region of Ghana. In the past, the carpenter in this boat building shop used his own and other children to work for him. The children had to perform services such as carrying wood and were also involved in highly hazardous boat building activities. The children didn't have protective gear, nor any form of protection.

After attending the local meetings and listening to all the sensitization messages, 'Lom Nava', as the carpenter is romantically called, decided to send his child labourers to school and to declare his workplace a child labour free zone (CLFZ). He has also erected a sign post in front of his workshop promoting the concept of CFLZ in the community. Behind the workshop one can find the giant public address system for advocacy messages on CLFZ.

