EI/AOb Child Labour Projects:
Transnational Best Practices and Union Impacts

Nora Wintour
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Nora Wintour, a former trade union official, is an independent researcher, writer and policy advisor on industrial relations, labour rights and equality and non-discrimination. She has written a number of publications on child labour, including '*Resource Guide on child labour and education for all*' (Education International 2013) and '*Trade Unions and Child Labour*' (ILO 2016). Her most recent work focuses on gender equality and equal pay and she is the co-author, together with Jane Pillinger, of '*Collective Bargaining and Gender Equality*' (Agenda Publishing 2019).

Education International

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.

Acknowledgements:

It has been an enormous privilege to carry out this research and, above all, to have the opportunity to meet so many highly motivated and truly inspirational union leaders and members, as well as school leaders, teachers, parents, and local government and education authorities who are all deeply committed to creating a positive and inclusive learning atmosphere to attract and retain children at school. Working in some cases with extremely limited resources and poor infrastructure, and with challenging teacher-pupil ratios in the early year classes, they are winning through – keeping more children in school, producing better academic results, and working with parents and the community to find imaginative ways to overcome financial challenges and to promote behavioural change so that child labour and the early marriage of girls is becoming increasingly unacceptable.

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Cover picture: Sam Grumiau (EI, 2016)

Executive Summary

Research Purpose and Methodology

For the last two decades, EI and its affiliates, Algemene Onderwijsbond (AOb/the Netherlands) and Gewerkschaft Erziehung und Wissenschaft (GEW/Germany), through the Fair Childhood Foundation, have supported projects to reduce school dropout rates and child labour and to contribute to the development of child labour-free zones in over 13 countries on three continents. AOb proposed to conduct a research study of child labour projects to identify practical evidence of context-independent best practice and innovative approaches in the professional development of teachers and in the schools; and to document the impacts of these projects on union development.

The research took place over a 10-month period from August 2018 to April 2019 and used a mixed-methods participatory approach premised on systematic listening and feedback. It was based on document reviews, key informant interviews, focus group discussions and direct observation, during field missions to Uganda, Morocco, Albania, Mali, and Zimbabwe. The mission in Zimbabwe was cut short because of Cyclone Idai, which hit the project area with tragic consequences. The researcher also reviewed documents and held telephone interviews with key informants in Nicaragua.

Section 1: Professional Development - What's Working Well and Why?

The professional development courses have been a source of motivation for school heads and teachers and an opportunity to exchange and network. A key best practice appears to be that the courses are tailor-made, and the content varies from country to country. All were based on participatory learning methods and included planning for follow-up through training of trainers and continuous support. Teachers who participated in the courses reported they felt better equipped, with new tools to use in the class room, and had assumed a mission as a 'change agent'.

Key Aspects of Success Included:

Training on child-centred pedagogy and active learning techniques:
Many teachers reported that, before the training courses, they had been using traditional methods and viewed their role as a mere 'provider of knowledge'. The courses combined both theory and practice, explaining the pedagogy of child development and how to communicate with children and encourage participation and the use of positive disciplinary methods.

Training on children's rights and definitions of child labour: Training on the contents of the Convention on the Rights of the Child, the Millennium Development Goals (MDGs)/Sustainable Development Goals (SDGs), and International Labour Organization (ILO) Conventions appear a vital component of the professional development courses. In all countries visited, teachers stated that, before the training programmes, they lacked a clear understanding of what constituted child labour.

Training on the child labour-free area-based approach: The courses were an opportunity to explain the child labour projects' aims and discuss how to set up school-monitoring structures. The important factor was a key structure or respondent in each school, given a clear set of responsibilities and tasks, and a go-to union coordinator at district level and at national level for back-up advice and support.

Gender aspects of the training programmes: All training programmes sought to ensure a proportional or equal representation of women. As a best practice example, in Uganda, the training courses had a specific focus on the girl child, including safety and security of girls, training on gender relations, guidance and counselling on sexual education for both boys and girls, and menstrual management.

Union resource manuals and development of new national teacher training curriculum: Unions have developed training manuals or other resources which combine information on child labour, including relevant national legislation and agencies, with pedagogical training modules and information on active learning techniques. The materials are appreciated and in use.

Use of expert trainers: The use of expert trainers, including union leaders, university or teacher-training staff, facilitators from non-governmental organisations (NGOs) or from the Education Inspectorate or Ministry of Education appears a key element to ensure effective courses. The involvement of school head teachers and the district or regional education authorities also appears an important factor, earning the goodwill and support of crucial stakeholders at the initial stages of the project.

Considerations for Follow-Up

- Facilitate roundtable exchanges between trained teachers with other schools in neighbouring districts or regions.
- Consider working in partnership with NGOs or health institutions to incorporate training on gender in the initial and refresher training courses, to include addressing gender stereotypes, positive role models for girls, reproductive health education, menstrual management, and combating all forms of violence against children.
- Include advocacy initiatives in the project design to review and strengthen the teacher training curriculum to include modules on children's rights, including definitions of child labour and the role of education in the eradication of child labour; and on child-centred pedagogy.

Section 2:   A School Environment Conducive to Learning - What's Working Well and Why?

Despite the different national contexts, there were remarkable similarities in approach to creating a school environment conducive to learning as a key factor in attracting and retaining children at school.

The enhanced status and motivation of teachers: There was a truly remarkable commitment to the aims of the project within the school communities. Teachers reported that the training had given them a renewed sense of confidence and mission, and improved status in the community.

School-based child-labour focal points and monitoring structures: Each country has set up well-organised and effective project coordination and monitoring systems in the target schools. The coordinators at school level were not necessarily union members. This approach appears to have brought dividends, by creating an open–door environment, encouraging participation and a mutually supportive environment among the teaching staff. The monitoring structures in Albania had an impressive results-based focus. (See Appendix 2: Albania: Model Template for Monitoring Group Action Plan and Tasks).

Creating an environment to encourage student participation and a caring, safe, environment: The new techniques mentioned by teachers constituted a sea-change away from traditional rote-learning methods and the use of corporal punishment. Teachers referred to listening and engaging with children and learning to 'hang up the stick' (ie not use corporal punishment). In all target schools, corporal punishment was no longer acceptable and

many schools were also engaging with parents about the use of violence at home.

Monitoring absenteeism and assessing academic performance: Systems of monitoring school absences had improved. It was no longer accepted that children could regularly miss one or two days of school each week or that they were deemed to have left school if they were absent for a prolonged period. Improved systems of academic performance allowed students to improve over time, and new categories of assessment have been introduced, such as class participation.

Sports, drama, arts and music as both curricular and extra-curricular activities: Schools have a new emphasis on sports, drama, music and arts and encouraging students clubs, such as debating or young farmers' clubs. Teachers consider that these activities have helped considerably in improving attendance at school and creating an inclusive environment.

School meals programmes: The projects have also sought to improve the provision of school meals with the goal of ensuring breakfast or a mid-day meal for children and teachers. Unions are seeking to mobilise parents to support decisions adopted by the Parent Teacher Association (PTA) to levy a contribution for school meals and, in other countries, student clubs cultivate kitchen gardens in the school grounds.

Initiatives to support the girl child: Gender awareness has been effectively mainstreamed into many aspects of the project work. Projects have addressed practical obstacles girls can face such as ensuring routes to school are safe; and carry out advocacy to build separate girls' washrooms. In Uganda, girls are trained by women teachers on how to make reusable sanitary pads. Another focus has been on countering the strong cultural tradition of early marriage and the high incidence of teenage pregnancy. In defiance of strong social stigma, pregnant girls, young mothers or widows have been allowed to return to school to complete primary education.

Bridging and remedial classes: In all countries under review, teachers provide remedial classes or extra support for children returning to school or at risk of dropping out. In Nicaragua, the General Confederation of Education Workers of Nicaragua – National Association of Nicaraguan Teachers (CGTEN-ANDEN) organises a one-month long summer school as a means of preventing children being put to work in the fields. In Zimbabwe, there is a more structured support: teachers are given specific training to assist children who attend bridging classes on their return to school.

Student involvement in anti-child-labour initiatives: Students are taught about child labour and its negative impacts, and why they should value education. They take part in different committees and clubs and are given

responsibilities, such as identifying children out of school or supporting returning children, who are often older than the average class age and face stigmatisation.

A school philosophy of inclusive education: The project emphasis on preventing children from dropping out of school has translated into a philosophy of inclusive education, making sure that every child counts regardless of academic ability. Despite limited resources, schools seek to ensure that children with learning or physical challenges are able to continue in school and that migrant and ethnic minority children are welcomed and integrated.

Strengthened communications with parents: Schools have opened their doors to parents and the wider community. In some countries, PTAs or Associations of Mothers of Students (AMEs) have become more active, and teachers now have regular channels of communication with parents, such as open days and class meetings. Home visits by teachers, often on multiple occasions, have been very effective in breaking down cultural barriers that did not prioritise education. These visits have also helped to find practical solutions to economic difficulties, overcome fears of bullying and discrimination, and persuade families of the value of girls' education.

Strengthened school management structures: In some countries, the School Management Committees (SMCs) are actively involved in the project and have received training on their roles and responsibilities. Respondents noted that, in these cases, the SMCs are more competent in managing school resources, which also had a beneficial impact on teachers' performance and overall morale.

A multi-stakeholder approach: One of the most innovative aspects of the projects relates to the formation of multi-stakeholder committees tasked with ending child labour. In Mali, these take the form of the village-based child labour committees; in Uganda, the Erussi Sub-County Child Labour Steering Committee; and, in Zimbabwe, the government District Child Protection Committee. These committees include a wide cross-section of local authorities and institutions and have an important advocacy role on issues of quality education and the rights of the child. In Mali, one of the most notable actions of the village chiefs has been to propose that the village general assemblies adopt a common accord, known as a bencan, to prohibit children from working in the mines and to send them to school on pain of stiff sanctions including, for example, prohibitions on attending village ceremonies.

Considerations for Follow-Up

- Encourage regular meetings with child labour focal points or school coordinators in each area in order to strengthen the exchange of information and networking. Where appropriate, these meetings could also be used for teacher refresher courses or curriculum support.
- In some countries, where challenges to primary school enrolment have been largely overcome, consider developing specific programmes to support a transition to and retention within lower secondary education (from Grade 7), with a particular focus on adolescent girls.
- Develop a simple guidance note and provide training on the role of SMCs and PTAs and translate this into local languages or create a podcast in local languages.

Section 3: Positive Outcomes for Teacher Unions in Implementing Projects Against Child Labour

A new focus on quality education and inclusion: Union leaders report that the projects on child labour coincided with their own policy decisions to broaden the focus of their work to include the quality of education in keeping with MDG/SDG objectives and also policies adopted by Education International (EI). This approach gave them new opportunities to cooperate with other trade unions and the education authorities on a non-conflictive issue and access to joint platforms to make their unions known at both national and international levels.

Significant membership gains: All countries reported that, in the child labour project target schools, there had been significant membership gains, ranging from 23 percent to 47 percent (see Appendix 3: Membership Growth of Education Unions Participating in the Child Labour Projects).

Active membership and improved labour relations: There was a general consensus that members had become much more engaged in union work in the child labour target areas. Respondents listed various gains in terms of improved labour relations and their capacity to resolve individual grievances or disputes.

Strengthened unity of action and capacity to fend off malicious attacks: Particularly in Zimbabwe, the child labour project has acted as a bridge between two previously antagonistic trade unions. Leaders in Zimbabwe and Albania also report that it has been possible to thwart malicious attacks because members are engaged and supportive as a result of the child labour projects.

'Washing the face of the union'- enhanced standing and visibility: The perception of the trade unions from parents and the community had vastly improved. Trade union representatives at national, regional, and school level also report improved relations with school leaders, parents, and local and regional authorities.

Increased capacity for advocacy and social dialogue: Unions, NGOs and local authorities report that the partnership approach has proved mutually beneficial. There have been a number of advocacy gains in terms of infrastructure improvements and commitments to end child labour. In Albania, a new collective agreement for education (2018-2022) allocates increased hours to the preparation of cultural, arts and sports activities, and includes a joint commitment to reduce school dropout rates and eliminate child labour. However, it is still difficult to translate these gains into national advocacy goals concerning teachers' employment conditions and State budgets for education.

Some Considerations for Follow-Up:

- Develop a model clause on child labour issues for collective bargaining negotiations or for discussion in other social dialogue fora.
- Strengthen the involvement of district and regional union structures in the design, monitoring and evaluation of the project.
- Consider support for mechanisms for national advocacy coalitions on child labour or children's rights with relevant trade unions and NGOs to coordinate advocacy work.

Section 4: Incorporation of Gender Perspectives and Best Practice

There is an impressive focus on the girl child and how to overcome obstacles they face in staying on in school, particularly after puberty. The issue has many champions within schools, the local education and government authorities, customary or traditional chiefs, and among the NGOs; and within the local police force in Uganda and Zimbabwe. The multi-faceted strategy from Uganda is highlighted as a best practice. The gender issues referenced in the report are grouped together in Section 4 so as to provide an overview of this cross-cutting issue.

Section 5: Sustainability of Work on Child Labour in the Longer Term

Ongoing commitment to address child labour and school dropout rates: The area-based approach is relatively low-cost and has sought to ensure that achievements are sustainable. All the unions expressed the conviction that the issues of child labour and school dropout rates linked to advocacy on quality education would remain priority concerns. At school level, even when the funding has ended, activities continue.

Long-term investment in the professional development of teaching staff: The teachers who participated in the professional development training courses are continuing to use their new skills and competencies in their classes and inspire other teachers around them.

Monitoring and assessment systems maintained: At school level, even when the funding has ended, activities developed during the project continue. For example, in Morocco and in Albania, the school-based coordination structures are still in place. In both countries, the tools developed as part of the project, including improved systems of registration of attendance and academic assessment, are also in use.

Continuity of practices in creating school environments conducive to learning: In Morocco and Albania, practices cited in section 2 had been integrated into the daily life and ethos of the schools. Various fund-raising initiatives existed to purchase sports equipment and school materials, previously funded by the project. In Morocco, certain items were now distributed by the State.

Reforms to teacher training curricula and primary school syllabi: In Mali, Morocco and Nicaragua, reforms to teacher training curricula and primary school syllabi are moving in the direction of creating modern education techniques in schools, with a greater focus on children's rights. These reforms can be attributed in part to union advocacy.

Multi-stakeholder approach: The multi-stakeholder approach is a further strategy in building sustainability. In Mali and Uganda, the child labour committees continue in operation even though the initial NGO partners are no longer working in the villages. In Uganda, the Sub-County Committee was established with the express purpose of ensuring the continuity of the approach developed during the project.

A transnational learning and sharing environment: There is a strong sense of shared community and learning – the MEAL (Monitoring, Evaluation, Accountability and Learning) environment - with effective feedback mechanisms to the project partners at country level. The funding partners

have invested in providing opportunities for South-South exchange. The project coordinators also play a key role and have contributed considerably to a sense of ownership and joint endeavour.

Section 6: General Considerations Moving Forward

- While the projects have established functioning systems to track the school dropout rates for all children who are registered at school, there needs to be a better understanding of the quantative extent of child labour in the project target areas at the start of a new project in order to track progress over time. Household surveys using participatory techniques, conducted with the support of the schools and teachers, could be useful and can also build ownership.

- At the start of a new project or initiative, it could be useful to carry out a mapping of different NGO and multilateral agency interventions in the country and target areas. This would maximise any possible synergies or potential platforms for joint advocacy.

- With reference to the EI policy framework, it could be helpful to bring greater attention to the inter-linkages between area-based approaches to eliminating child labour and advocacy and programme support for inclusive quality education for all.

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List of Abbreviations

AOb	*General Union for Education (*Algemene Onderwijsbond*), the Netherlands*
AME	*Association of Mothers of Students, Mali (*Association des Mères des Elèves*)*
ARs	*Regional academies, Morocco*
CACLAZ	*Coalition against Child Labour in Zimbabwe*
CAP	*Centre for Pedagogical Action (*Centre d'Animation Pédagogique*)*
CEFORD	*Community Empowerment for Rural Development, Uganda*
CEO	*Chief Executive Officer*
CGTEN-ANDEN	*General Confederation of Education Workers of Nicaragua – National Association of Nicaraguan Teachers (*Confederación General de Trabajadores de la Educación de Nicaragua-Asociación Nacional de Educadores de Nicaragua*)*
CPC	*Child Protection Committee*
DCPC	*District Child Protection Committee*
EI	*Education International*
ENDA Mali	*Environment and Development for the Third World (*Environnement et Développement Tiers Monde*)*
FSASH	*Trade Union Federation of Education and Science of Albania*
FNV Mondiaal	*International Solidarity Department of the Dutch Trade Union Confederation (*Federatie Nederlandse Vakbeweging*)*
GEW	*German Education Union (*Gewerkschaft Erziehung und Wissenschaft*), Germany*
LCIII	*Local Council Level 3, Uganda*
LEA	*Local Education Authority*
ILO	*International Labour Organization*
MDG	*Millennium Development Goals*
MEAL	*Monitoring, Evaluation, Accountability and Learning*
MP	*Member of Parliament*
NGO	*Non-governmental organisation*
NER	*Group of rural schools, Nicaragua (*Nucleo educativo rural*),*
PTA	*Parent Teacher Association*
PTUZ	*Progressive Teachers Union of Zimbabwe*
SDG	*Sustainable Development Goals*
SMC	*School Management Committee*
SNE-FDT	*National Union of Teachers, Morocco (*Syndicat National des Enseignants-Syndicat National de l'Enseignement (SNE-FDT)*)*
SNEC	*National Union of Education and Culture, Mali (*Syndicat National de l'Education et de la Culture*)*
SPASH-ITUEA	*Independent Trade Union of Albanian Education*
UNATU	*Uganda National Teachers' Union*
ZIMTA	*Zimbabwe Teachers' Association*

Introduction

Since its foundation in 1993, Education International (EI) has been a strong advocate for the key role that education unions can play in the eradication of child labour and the right to free quality public primary and secondary education for all. EI works with the International Labour Organization, UNESCO, and other United Nations' agencies to carry out advocacy on resource mobilisation for investments in public education as a key strategy to address child labour. In collaboration with EI affiliates, including Algemene Onderwijsbond (AOb/the Netherlands) and the Fair Childhood Foundation of the Gewerkschaft Erziehung und Wissenschaft (GEW/Germany), EI has carried out country specific interventions designed to promote access to education and reduce the incidence of school dropout and child labour, including through an area-based approach.

The AOb has supported different initiatives to address school dropout and child labour for a number of decades. A schools-based approach focusing on the professional development of teachers and improving the learning environment was first piloted in Morocco and then implemented in other countries. As a member of the Stop Child Labour Coalition in the Netherlands, the AOb ensured that this schools' focus was also integrated into other programmes, such as the 'Out of Work, Into School' project, which had a broader area-based focus.[1]

While these projects and programmes are the subject of regular external evaluations, as far as the education component is concerned, the focus has been mainly on the number of children returned to or retained in school. Other impacts were clearly visible during monitoring visits, and appeared crucial to the results achieved in terms of school recruitment and retention. However, these aspects were never part of any survey or evaluation.

As EI, FNV Mondiaal, AOb, and GEW plan to continue to support child labour projects, and want the interventions to be evidence-based, the AOb decided to conduct research to identify good practices in schools and the impact of the child labour projects on the unions themselves.

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[1] The area-based approach to eliminating child labour is a relatively low-cost methodology premised on a multi-stakeholder approach. Its aim is to achieve sustainable social and economic change whereby it is no longer acceptable to permit child labour and schools are able to attract and retain children in basic education.

Research Purpose

The AOb/EI research sought to identify practical evidence of context-independent best practice and innovative approaches that can be used for knowledge and learning and to inform future EI and EI affiliates' policies and project interventions, as well as those of other stakeholders. The main research questions included:

1. Identify the most effective practices in schools related to the implementation of activities against child labour by education unions in the selected project countries.
2. Evaluate how these outcomes impact on the professional development of teachers.
3. Identify the positive outcomes for teacher unions in implementing projects against child labour.

In addition, the research addressed:

4. In what ways have the child labour projects incorporated gender perspectives in their work? Can any best practices be identified?
5. To what extent have the results of the child labour projects been sustainable. If so, how was it achieved?

Methodology

The research took place over a ten-month period from August 2018 to April 2019. It was based on document reviews, key informant interviews using an open and semi-structured framework, focus group discussions and direct observation during field missions in Uganda (29 July–8 August 2018), Morocco (30 September–7 October 2018), Albania (5-9 November 2018), Mali (19-26 January 19 2019), and Zimbabwe (16-22 March 2019). The mission in Zimbabwe was cut short because of Cyclone Idai, which hit the project area in the Chipinge district with tragic consequences. It was originally intended to include a mission to Nicaragua but, because of the political situation, the researcher instead held telephone interviews with the two union leaders from the General Confederation of Education Workers of Nicaragua – National Association of Nicaraguan Teachers (CGTEN-ANDEN) who coordinate the child labour project.

The document review included the project proposal, project reports, and evaluations; course materials and programmes; participants' lists; and any coverage of events by unions on social media or elsewhere.

The researcher also conducted a brief literature review of the legal

framework, academic journals and reports compiled by relevant organisations working on child labour in the project countries to provide some general context within which the project is being implemented.

Key stakeholders interviewed included an EI steering group (EI staff, AOb and GEW), local government and education officials in the project locations; school leaders, teachers and national and local education union officials; course trainers and course participants, non-governmental organisation (NGO) partners and the Ministry of Education at national level. Every effort was made to interview a representative number of women at all times.

A mixed-methods participatory approach was used, premised on systematic listening and feedback. This was based mainly on qualitative analysis. The credibility of the findings was corroborated through the triangulation or verification of the information collected during the field research phase.

Section 1: Professional Development – What's Working Well and Why?

The professional development courses offered by the education unions have been a source of motivation for school heads and teachers and an opportunity to exchange and network. In some countries, teachers would not otherwise have any access to refresher courses or other forms of pedagogical support. A key best practice appears to be that the courses are tailor-made, and the content varies from country to country, depending on national education systems and perceived needs. All were based on participatory learning methods and included planning for follow-up through training of trainers and continuous support through refresher courses. Another best practice is to invite the school heads to take part in the initial training courses.

Teachers who participated in the courses all reported that they felt better equipped, with new tools to use in the classroom, and had assumed a mission as a change agent.

Empowerment of Teachers
• *People now look at me as someone with knowledge, knowledge about child labour conventions and child protection, which I did not know then … It has made me able to identify a child in labour situation. It has promoted interaction with the parents, we have run away from corporal punishment and instead we are using dialogue and guidance and counselling. (Male head teacher, Erussi, Uganda)*
• *I feel the training has changed my life because of the things I did not know – on guidance and counselling, research and my ways of assessing children. (Female deputy head teacher, Erussi, Uganda)*
• *After the training, we had new tools with which to work. They are based on sound education concepts. I felt that I was more capable – I had the tools. Our output was better. The students' results were better. (Woman teacher, Provincial Child Labour Project Steering Committee, Fès, Morocco)*

- *Now we have modern methods, so it is less of an effort in the classroom. Because everyone in the classroom is not at the same level, so we use differentiated practices. We carry out group work. Before the training, we didn't use group work; we just did what we had learnt in the training centres in the 1980s and 1990s. (Al Quods school child labour project coordinator, Fès, Morocco)*

- *I'm a change maker - yes, we are proud to be change makers! (Woman senior teacher, Erussi, Uganda)*

1.1 Training on Child-Centred Pedagogy and Active Learning Techniques

Often teachers in the selected project areas were trained many years ago or, in the case of community schools and some contract teachers, had very little prior professional training before becoming a teacher. So, while the new generation of teachers are mainly familiar with child-centred pedagogy and active learning techniques, it is not very widespread among the teaching profession as a whole, particularly in some of the remote regions where the projects are implemented. Many teachers reported that, before the training courses, they had been using traditional methods and viewed their role as a mere 'provider of knowledge'. The courses combined both theory and practice, explaining the pedagogy of child development, and recognition of differentiated learning abilities, learning through mistakes, as well a participatory techniques, problem-solving techniques, methods of class organisation, group work and task setting; positive disciplinary methods, and how to communicate with children, listen to them, and encourage participation and how to communicate with parents.

In some countries, participants in the training programmes were asked to prepare their own teaching plans based on particular issues and then give a practice lesson which would be evaluated by the rest of the group. In this way, teachers left the course armed with a set of model teaching plans which they could use for their own schoolwork and for future training programmes when they, in turn, would teach another group of teachers, creating a cascade effect.

1.2   Training on Children's Rights and Definitions of Child Labour

Both training on the contents of the Convention on the Rights of the Child, the MDGs/SDGs on universal primary education, and ILO definitions of child labour appear to be a vital component of the professional development courses. In all countries visited, teachers stated that, before the training programmes, they had lacked a clear understanding of what constituted child labour.

> *"There is a general misunderstanding of what child labour is and what child work is. We needed to give advice to teachers, as the torch-bearers of society, and we needed to explain to children how child labour affects their rights and their ability to attend school. After the training, the teachers were in a better position to help children who were being abused or whose lives were really not going well."*
> *Angelina Lunga, Zimbabwe Teachers' Association (ZIMTA) child labour coordinator and training and development officer*

> *"We learnt the difference between child labour and work that is for socialising purposes. We learnt about the rights of children and how to keep a child in school and reintegrate a child who had been working."*
> *Teacher at focus group, Mafeleni School, Bougouni, Mali*

Teachers often considered that the State's teacher training curriculum gave insufficient attention to children's rights. They said they lacked a clear understanding of the difference between child labour and the socialisation of the child through work or 'socialising work' and the negative impact of child labour. An important element of this component appears to be training on how to identify children at school who are at risk or are victims of child labour, for example, by noticing children falling asleep in school or who arrive late systematically.

1.3 Training on the Teachers' Professional Code of Conduct

In some countries, training sessions also included a review of the teachers' professional code of conduct, particularly in terms of regular attendance and their professional responsibility to act as role models. The latter included ensuring that all their own school-age relatives were in school and they themselves did not employ child domestic workers, thus giving them moral authority in the community.

1.4   Training on the Child-Labour Free Area-Based Approach and Monitoring Structures in Schools

The courses were an opportunity to explain the project aims and to enlist the support of the teachers in the selected schools. There were also discussions on what coordination and monitoring structures to set up and their composition and what would work best. The important factor was a key structure or respondent in each school, given a clear set of responsibilities and tasks, including enlisting support from the students at the school, and a go-to union coordinator at district level and at national level for back-up advice and support.

Another aspect of the training included sessions on how to set up different systems to monitor children's attendance and to assess their academic performance; as well as mechanisms to ensure the safety and security of children both on the journey to and from school and within the school premises, with a particular focus on the girl child.

1.5   Leadership and Empowerment, Crafts and Artistic Expression

In Nicaragua, the professional development programmes in the first phase focused on leadership and communication skills, based on union leadership and negotiation training programmes. The aim was to empower teachers so they could become leaders in their communities and have the confidence and the tools to discuss with parents the importance of eradicating child labour and ensuring their children attend school regularly. In a second phase, the courses included training on production of crafts and ornaments, using locally sourced materials, traditional dance and music, with a view to making the school a more attractive learning environment. These courses were arranged at the request of the teachers from the target areas and were subsequently incorporated into the school syllabus. Teachers expressed considerable satisfaction about the acquisition of these new skills.

1.6   Teacher Training in Basic Computer Skills, Use of the Internet and Access to Online Curricula

In Zimbabwe, the unions accessed additional resources to carry out training on basic computer skills and the use of the Internet, as well as purchasing computers for use in schools. This appears to have had a number of spin-off effects including improving school registration systems, the production of exam papers, and supporting other school activities. In Mali, the school

curriculum has been made available through a mobile telephone app which is a distinct advantage and valuable additional resource in remote rural areas with no Internet.

1.7   Gender Aspects of the Training Programmes

All training programmes sought to ensure a proportional or equal representation of women. In Albania and Morocco, the teaching profession is predominantly female. However, in Mali and Uganda, the teaching profession in rural areas is predominantly male.

As a best practice example, in Uganda, the training courses had a specific focus on the girl child, organised by the NGO, Equal Opportunities. Training included safety and security of children on the journey to school and within the school premises and how to communicate 'gender': how to ensure girls and boys are given equal opportunities to participate in class, training on positive reinforcement of girls' educational attainment, how to avoid stereotyping girls into certain roles or subjects, and how to avoid abusive language. Teachers were also trained on guidance and counselling on sexual education for both boys and girls. There were practical training sessions for the women teachers on how to make reusable sanitary pads so that they in turn could train the girls.

1.8   Union Resource Manuals and Development of New National Teacher Training Curriculum

In some countries, unions have developed training manuals or other resources which combine information on child labour at international and national level, including relevant national legislation and agencies, with pedagogical training modules and information on active learning techniques. While some are more theoretical and technical in their approach, and others include teaching materials and workbooks for use in primary level class, it is clear that they are appreciated and used by the teachers. (See Appendix 1 for a list of union training materials and manuals from the countries of the field visits).

In some cases, the unions have also been actively engaged in advocacy to reform the teacher training curriculum to expand training modules on children's rights; and to provide information on international and national legislation on child labour. In some countries, the unions have also been involved in more substantial reforms to the curriculum to incorporate child-centred pedagogy and competency-based learning (see Section 5.5 for more details). These initiatives could be shared and encouraged in other contexts.

1.9   Use of Expert Trainers

Another key to the success of the courses is the use of expert trainers, union leaders, and university or teacher training staff, facilitators from NGOs or from the Education Inspectorate or Ministry of Education. The NGO facilitators generally provide training on children's rights (both international and national standards) and child welfare, including the rights of the girl child. The trade union trainers focus on definitions of child labour and ILO Conventions, and the area-based approach to eliminating child labour, and setting up monitoring structures in schools. And the university and Ministry of Education facilitators focus on pedagogical methods and school governance structures. The involvement of school directors/head teachers and the district or regional education authorities also appears to be an important factor, assisting the union to gain visibility and credibility, and also earning the good will and support of crucial stakeholders at the initial stages of the project.

1.10 Considerations for Follow-Up

Below are a few considerations on how to 'capitalise' on the professional development courses and trained teachers as resource persons in future projects:

- Facilitate more systematic sharing of resource materials through an online platform or other means.
- At national level, facilitate roundtable exchanges between trained teachers (child labour school focal points or members of monitoring groups) with other schools in neighbouring districts or regions organised with the support of the regional trade union structures.
- Facilitate exchange visits of focal points and local coordinators depending on the national situation. For example, Moroccan teachers from Fès extended an invitation to teachers from other countries to stay with Moroccan teachers' families and to observe their classes and school practices.
- Use the union experts and other facilitators to carry out training of trainer sessions for other countries i.e. Ugandan facilitators/teachers in other East African countries; Moroccan facilitators/teachers in Francophone Africa or North Africa; and Albanian facilitators/teachers in other Balkan states.
- Based on the Ugandan example and depending on national contexts, consider working in partnership with NGOs or health institutions to incorporate training on 'gender' in the initial and refresher teacher

training courses, to include addressing gender stereotypes, positive role models for girls, reproductive health education, menstrual management, and combating all forms of violence against children.

- Where appropriate, support advocacy initiatives in the project design to review and strengthen State teacher training curricula to include modules on children's rights, including definitions of child labour and the role of education in the eradication of child labour; and on child-centred pedagogy.

Section 2: A School Environment Conducive to Learning – What's Working Well and Why?

Despite the different national contexts, there were remarkable similarities in approach to creating a school environment conducive to learning as a key factor in attracting and retaining children at school. This section seeks to identify some of the core components of this success. In some countries, particularly when the project was working in remote rural areas, there were also strong school-community linkages which mutually reinforced the drive to get children out of work and into school.

2.1 Enhanced Status and Motivation of Teachers

The enhanced status and motivation of teachers appears to be a key component of success. In all country visits, there was a truly remarkable commitment to the aims of the project within the school community. Teachers reported that the training had given them a renewed sense of confidence and mission, improved status in the community, and a sense of pride as a result of the increased enrolment in schools, a reduction in absenteeism and dropout, and a marked and steady improvement in students' academic results.

Teacher motivation is difficult to measure but nonetheless is a crucial aspect, particularly taking into account the often-poor levels of remuneration and benefits in most countries – and with few indications that things will be getting much better in the near future. Furthermore, in all countries visited, education budgets were being reduced, recruitment of new teachers on public service contracts frozen and, apart from Albania, collective bargaining was relatively weak or undermined. There was only one significant exception to this situation - community teachers in Mali, as a result of the Syndicat National de l'Education et de la Culture (SNEC) union advocacy, were gradually being transferred onto the public service pay scale, which signifies a three or fourfold increase in their pay (admittedly from a very low base).

So, where did this level of motivation come from? It is clearly linked to the professional development courses, refresher courses and networking and exchange opportunities, both as part of the courses and as part of the

evaluation and exchange programmes organised by the project. Another important contributing factor was the regular visits from the union, and the increased capacity of the union to resolve individual grievances or problems (see Section 3). Other factors include the different monitoring and governance structures, at school and village level, all of which are discussed below. Finally, although not the main focus of this research, the project coordinators themselves play a key role: a group of dedicated and enthusiastic coordinators, at local, national and international level, who have contributed considerably to an overall sense of ownership, joint endeavour, and fraternity.

2.2 School-Based Child Labour Focal Points and Monitoring Structures

Each country has set up well-organised and effective project coordination and monitoring systems in the target schools. In Uganda, Mali, and Zimbabwe, there are child labour focal points or trained teachers in each school. In Mali, they are supported by school anti-child labour clubs composed of students; in Morocco, the school-based child labour committees and selected union members have formed a provincial project steering committee. In Zimbabwe, the school focal points work with the school child protection committee (a government initiative which has been strengthened as a result of the project). In Nicaragua, two union representatives from each group of schools (known at the Nucleo Educativo Rural [NER]) were responsible for the project coordination under the supervision of the union's General Secretary of La Dalia Municipality. At school level, the teachers elected their project representatives regardless of union affiliation.

Hence, in all the countries, the coordinators or focal point at school level were not necessarily union members, at least to begin with, although many subsequently joined the union. This approach appears to have brought other dividends, apart from increased membership (see Section 3) by creating an open–door environment encouraging participation in the project.

The monitoring structures in Albania had an impressive results-based focus, whereby schools have developed action plans, set overall goals and interim targets, and monitored and reported progress regularly. In each school, four monitoring groups were assigned different classes; each group comprised three teachers, one parent and one student, with one teacher appointed as group coordinator. Their task was to identify children at risk and those who had recently dropped out of school and set up goals for the two-year duration of the project. Each teacher was made responsible for a group of children and asked to fill in a questionnaire about the child

and gather background information. The monitoring groups held weekly meetings to review progress and monthly meetings of all four groups with the participation of the national project coordinator. There were funds for monitoring group meetings with parents and a concluding roundtable at the end of the two-year period, with school heads, the local education authority (LEA), parents and representatives from the school where the project was due to start in the following phase (See Appendix 2: Albania: Model Template for Monitoring Group Action Plan and Tasks).

These coordination structures in Albania have played an important role in highlighting the importance of tackling absenteeism and school dropout rates and developing awareness among teachers and students about the negative impacts of child labour. Teachers described how the coordination structure has helped develop a more mutually supportive environment among the teaching staff.

> *"We have all been working in education for a long time. The problem was that we were not coordinating our efforts and we didn't have a focus and goals. The project united us and coordinated our efforts. We each had a role and responsibility." Rudina Maksuti, Head of Monitoring Groups, Hillary Clinton School, Kamza, Albania*

2.3 Creating an Environment to Encourage Student Participation and a Caring, Safe Environment

When conducting interviews and focus group discussions with school heads and with teachers, the similarities in understanding and approach to what constitutes and how to create a school environment conducive to learning were striking.

Many of the effective practices listed by respondents represent a change away from traditional rote-learning methods and the use of corporal punishment, towards a child-centred pedagogy, active learning techniques, and positive disciplinary methods. While not necessarily new methods at national level, they evidently represented a sea-change in many of the remote rural schools. The main thrust was to make school attractive and child-friendly so that children enjoyed going to school. Teachers referred to listening and to engaging with children, showing appreciation to children, and learning to stop using corporal punishment. In all the target schools, it was clear that corporal punishment was no longer an acceptable practice and many schools were also engaging with parents about the use of violence at home.

Feedback

Uganda. What has changed in our education methods since the training courses?

Teachers' behaviour towards children	*Listen to children*
	Consider their feelings
	Vary teaching methods
	Avoid corporal punishment
	Use alternative disciplinary mechanisms
	Avoid abusive language
	Motivate learners and reward excellence
	Engage children with disabilities
	Greet children in the morning
Attract children to school	*Sports clubs, music, dance and drama clubs*
	Debating clubs, young farmers' clubs
	School competitions; inter-school competitions
	School assemblies with drums and music
	Parades in the local area to attract children to school
Engagement with parents	*Hold teacher-parents' evenings*
	Hold individual meetings with parents of children with difficulties
	Invite parents to classrooms to see children's work
	School open days
Visual Aids	*Innovative learning aids using materials available*
	Use wall charts
	Display learners' work
	Message boards in the school grounds referred to as "the talking compound"
	Display visual aids

Head teachers' role	Monitor teachers' performance
	Guidance for teachers and point out mistakes as a team
	Ensure there are good school rules and regulations
Lobbying for improved infrastructure	Good sanitary facilities for boys and girls
	Girls' washrooms
	Room for guidance for senior woman teacher
	Fencing the school premises
	Teachers' accommodation a challenge

Source: Focus group with child labour coordinators, Erussi, Uganda

Mali. **What has changed in our education methods since the training courses?**

Teachers' attitudes towards the students	Respect the child's personality
	Treat each child on the same equal footing
	Show your love for the children
	Show you are the partner of the child
	Help the child to learn to love him/herself
	Inform yourself about the child's worries/concerns
	Treat each child as if it were your own child
	Show by your own example of respectful behaviour
Class registers	Keep a daily register of attendance, morning and afternoon
	Make sure you know the reason for any absence
Remedial classes	Regular remedial classes to help children keep up
Parents' meetings	Monthly meetings with parents, the village monitoring committee and the Association of Mothers

Teaching methods	*Vary your teaching methods*
	Understand the child's capacity to concentrate
	Keep the children's interest
	Give clear instructions and guidance
	Praise good academic results
	Correct mistakes but in a positive way
	Encourage students with little rewards so they want to come to school
Extracurricular activities	*Organise sports competitions between classes or between schools*
	Activities such as gardening and gym
	Anti-child labour clubs
	Talks or 'causeries' in the village
School environment	*Keep classrooms and courtyards clean*
	Secure the school compound

Source: Focus groups with teachers from Syentoula and Mafeleni, Mali

"We have seen that the behaviour of children has changed, that they integrate easily in the class and they speak and communicate. I like to say we have given a new soul to our children. Two years ago, many children did not want to come to school ... We have seen that the students who were very tense have changed their behaviour. The teacher has changed the way of giving a lesson and communicating with the children and we have seen a psychological development in the children. We also have a rising curve of improved academic results." Mohammed Dounas, head teacher, Hanz Ibn Abdmotalib School, Fès, Morocco

2.4 Monitoring Absenteeism and Assessing Academic Performance

In all countries, there have been improvements to the system of monitoring school absenteeism. In Uganda, given the large class sizes and distance to school, cluster registers were introduced whereby children were divided up into groups of around 20, depending on the route they took to school. When a child was reported absent, it was the collective responsibility of the children to visit the household and find out the reason for the child's absence, using a form with a pre-established list of reasons. The information was then relayed back to the class teacher who decided whether to visit the family or undertake other follow-up actions.

"Before the project, there were a lot of children who were abandoning school and we didn't do anything. If a parent stopped sending their child to school, we just said, 'That's finished'. But after the training, I understood that I was in the wrong and that all children have the right to an education and that we should give them some margin to return." Teacher at focus group discussion, Ouroun, Mali

"The teachers are now following up the attendance and performance of the children. They kept registers before but now people are going the extra mile. Before, if someone was absent for a certain number of days, the child would be deemed to have left school. But, now, the reaction to absenteeism is different. If a teacher notices that a child is constantly absent, then the school child labour committee might decide to visit the home and find out what the problem might be." Angelina Lunga, ZIMTA child labour coordinator, Zimbabwe

"The problem that we had was that the children didn't come to school on a regular basis - maybe they would only come three times per week. The teachers used to think that was normal. But now, following the training, the teachers are more empowered and they think of the repercussions on the academic results for the children if they don't come to school." Bernarda Lopez, Secretary for Organisation, CGTEN-ANDEN, Nicaragua

More regular and more detailed systems of assessing academic performance have been introduced, allowing for students to improve over time and to understand and learn from mistakes. In Morocco, for example, new categories of assessment have been introduced, such as class participation, initiative-taking, and capacity to work in groups.

2.5 Sports, Drama, Arts and Music as Both Curricular and Extracurricular Activities

Schools have a new emphasis on the importance of including subjects such as sports, drama, music and arts as part of the curriculum or as extracurricular activities and encouraging students' clubs, such as debating or young farmers' clubs, including growing coffee, animal husbandry, or tending to kitchen gardens to help supplement school-meals programmes. These activities are no longer viewed as peripheral to the main purpose of the school but that they have an education value in themselves and are integral to creating an inclusive school environment, encouraging excellence outside the mainstream academic curriculum. It also appears that, in many countries, the activities have a focus on celebrating and giving value to traditional folklore, music and dance and on ethnic diversity and culture.

"In years before, when we carried out sports and cultural activities, it was to honour the children who had worked hard in their learning. Now it has been opened up and the main reason is to attract students who are at risk or who have abandoned school. Of course, the primary purpose of a school is education but it is also to have a good time, relax and have fun." Monitoring group teacher, 'Naum Veqilharxhi' School, Korça, Albania

"These activities are really an important factor in the struggle against school dropout. In that way, the student doesn't get bored; it is another way of learning and motivating a student. Even with these games, we use educational techniques and they are learning to forge their future." Nahass Hamad, Syndicat National des Enseignants-Syndicat National de l'Enseignement (SNE-FDT) Project Coordinator, Morocco

In Zimbabwe, the schools have been able to integrate agricultural income-generating projects into the school curriculum which, following recent reforms, now places more emphasis on life skills and practical training, including in agriculture and carpentry.

In Nicaragua, following training on these issues, the schools have incorporated crafts and carpentry classes and traditional dance, drama and music classes into the syllabus as part of the vocational training and cultural education classes. These activities are very popular with students, teachers and parents alike. Teachers consider they have helped considerably in improving attendance at schools and the crafts classes are used to help with geometry and other competency learning.

2.6   School Meals Programmes

Although results seem mixed in some countries, the projects have also sought to improve the provision of school meals with the goal of ensuring a breakfast or midday meal for children and teachers. In Uganda and Mali, it is still the case that many children do not have anything to eat during the day. There have been some initiatives to create school gardens to provide additional food ingredients. In Mali, the anti-child labour school clubs are responsible for kitchen gardens, and sales of produce assist children from poorer families. In Uganda, teachers are seeking to mobilise parents to support decisions adopted at the PTA to levy a contribution for school meals. The Uganda National Teachers' Union (UNATU) has adopted an advocacy programme targeting parents, guardians, School Management Committees (SMCs) and PTAs, as well as the local council, the police and religious leaders with advocacy messages such as "Hungry children cannot learn" and "Hungry children are a source of insecurity in the community as they may steal". Any initiatives to support regular school-meal programmes are only to be encouraged.

2.7 Initiatives to Support the Girl Child

Gender awareness has been effectively mainstreamed into many aspects of the project work. Training programmes sought to ensure equal representation of women; in Uganda, there was a successful campaign to ensure that all the schools in the target district had a senior woman teacher which was not the case previously. Some of the committees set up as part of the project had provisions for gender balance, such as the school child labour clubs in Mali which comprised six boys and six girls.

In the five countries visited, there was a specific focus on the girl child and how to overcome obstacles they face in staying on in school and providing positive role models for them.

In Zimbabwe, some of the practical obstacles girls can face, such as unsafe routes to school, have been addressed. Good practices include organising groups so that children make the journey to and from school together. Another practice was to ask police officers to patrol the routes occasionally to prevent any incidents. The primary school compounds in Uganda have highly visible placards with messages which are indicative of some of the challenges facing girls, such as 'Do not accept gifts for sex'. Schools in Uganda are also focusing on menstruation management as a high proportion of primary school girls are teenagers. This includes advocacy to build separate girls' washrooms, providing extra school uniforms for girls to change if necessary,

training girls on how to make reusable sanitary pads, and holding information sessions about menstruation with both boys and girls.

Another focus has been on countering the strong cultural tradition of early marriage and the high incidence of gender-based violence and teenage pregnancy. In Mali, the teenage girls in the Bougouni target communes are general expected to marry from the age of 14 years. The union has organised talks with the Association of Mothers of Students (AME) to explain the advantages of girls' education and the AME is tasked with encouraging girls to stay on in school.

> *"We call a meeting of all the girls who don't want to continue school, and their mothers, and we explain why school is important. If the girls are still reluctant, we take them to the village chief and he talks to them. We also ask the teachers to help. This problem has got much, much better and the number of girls leaving school has been reduced." Awa Dawara, President of the AME, Syentoula, Mali*

> *"Here, the age of marriage is 14 years old. We are not consulted and, once a girl is married, she does not continue at school. But, now, unless a girl is having problems with her studies, the problem is getting less. We had three or four cases this year when they came to make offers for the girls and the parents did not want it. When I hear there is talk of the girl getting married, I go and see the family. I don't oppose the marriage categorically, but I try and convince them to give up the idea and to give the child some time." Noumoutiéba Diarra, SNEC Coordinator of child labour school focal points, Bougouni district, Mali*

In Albania, teachers reported the difficulties they face in convincing families from Roma and Egyptian communities of the value of girls' education and their advocacy to try and persuade them to keep the girl in school.

> *"Here, Roma and Egyptian girls are married at 14 years of age in customary marriages. It is not legal but they still get married. So the girls stop school at 13 or 14 years due to the mentality of the family. We had frequent meetings with the parents to discuss this with them. The social workers and the psychologist also met with them. If the child was still at home and not married, and many lived with grandparents as the parents were working abroad, then we had some results. In one case, a grandmother said to me that because I had come so many times to ask her to bring the child to school, she will agree to do so." Monitoring group teacher, 'Naum Veqilharxi' School, Korça, Albania*

Another issue was tackling stigma related to teenage pregnancy as it is generally accepted that a girl cannot stay on at school if she becomes

pregnant. Two male head teachers in Uganda reported that they had been able to persuade the school community to let a pregnant girl sit her final exams and, in another school, two girls were allowed to return after giving birth to their children. However, in Uganda, these cases are still the exception. In Nicaragua, teachers have also supported girls to stay on in school. In the case of a teenage girl who had become pregnant and then married, the head teacher had been able to reach an agreement with the husband to let the girl go back to school to complete her final year at school.

> *"We reached an agreement with the husband that she could register for the school year which is not usual when a child who is 15 or 16 leaves her family. But we managed and, although some children thought it was a bit strange at first, in the end it was a triumph."*
> *Marlin Averruz, Slilmalila School, La Dalia, Nicaragua (video interview by Samuel Grumiau, November 2017)*

In Uganda, the Erussi police force are members of the sub-county child labour steering committee and the local police officer explained in a focus group discussion that he was committed to investigating cases of 'defilement' or statutory rape of underage girls and filing reports to the public prosecutor. However, it would appear that cases are rarely pursued by the prosecutors.

Providing positive role models for girls was another aspect. In Uganda, schools had organised for a woman member of parliament (MP) to talk to the girls at school. In Zimbabwe, there are plans to organise trips to meet with women-run businesses and NGOs to give girls a broader perspective of their future career options.

2.8   Bridging and Remedial Classes

In all countries, teachers have provided remedial classes for children returning to school or at risk of dropping out. These classes take different forms:

- In Mali, informal support on an individual basis after school provided on a volunteer basis by teachers.
- In Albania, remedial classes in different subjects open to all students as part of a fixed after-school timetable provided by teachers who are compensated.
- In Morocco, students at risk of dropping out are given additional homework support, and other supports such as being nominated for places on holiday camps.

In Nicaragua, the Ministry of Education allows schools to make discretionary changes to the timetable so as to provide extra time to go over difficult topics or for refresher classes. This practice was introduced in the target schools and has now been extended to the whole of La Dalia municipality. Bernarda Lopez, Secretary for Organisation of CGTEN-ANDEN, as well as other teachers in the target schools, reported considerable improvements in academic results as a consequence.

In addition, CGTEN-ANDEN organises summer schools in one of the schools in the centre of the area, as a means of preventing children being put to work in the coffee fields and to keep them near school. Two teachers – on a voluntary basis, in alternating teams - are in charge every day and prepare different activities depending on their skills, such as guitar lessons and singing or English classes or sports. The school is open for three weeks and children from ages seven to 14 years of age may attend. All the students get a free lunch.

In Zimbabwe, there is the most structured support for children returning to school, with specific bridging classes, known as 'incubation centres'. They cater for children who had previously been child labourers, or had been victims of abuse or early marriage. Teachers are trained in counselling to help children learn how to 'become children again' and to focus on school work. Teachers carry out an initial diagnosis to observe the child and assess the extent of emotional or physical damage. The schools normally operate two or three hours after school and one day at the weekend so the children in the 'incubation centre' can have access to the school premises and grounds and can use the sports facilities. Depending on each situation, a child can spend a short period, such as one term, in the centre, while others can spend up to one year.

Teachers who offered to work at the 'incubation centres' first participated in a tailor-made training course and were given a copy of a short teachers' guide on how to orientate students returning to school. They receive a small financial compensation for the extra hours of work at the centres.

"The incubation centre teachers were trained as to how to teach children in distress, because they had been out of school and maybe they were rusty in knowledge, or out of health, or had rudimentary behaviour." Pascal Masocha, Coalition against Child Labour in Zimbabwe (CACLAZ) coordinator

2.9   Student Involvement in Anti-Child Labour Initiatives

Another aspect of the projects common to all countries is the involvement of students in ending child labour in their communities. Students are taught about child labour and its negative impacts, and why they should value education. They take part in different committees and are given responsibilities, such as helping to identify children out of school and supporting the reintegration of returning children, who are often older than the average class age and face stigmatisation.

In Mali, the child labour focal points in each target school were asked to set up school anti-child labour clubs, consisting of 12 children with gender parity. The clubs assist with identifying child labourers and encouraging students to stay at school. They also organise fundraising activities, tend a vegetable plot, and organise sports activities.

In Zimbabwe, the project introduced a peer-to-peer monitoring scheme whereby a child or group of children in the same class were asked to befriend the new arrival. Teachers tell them to look out for such issues as whether the new child has a pen, a lunch box, or shoes.

2.10 A School Philosophy of Inclusive Education

The project's emphasis on preventing children from dropping out of school has translated into a philosophy of inclusive education: making sure that every child counts regardless of academic ability.

> *"What is written into our minds is that each child is valuable. It is our principle." Teacher from '100 Vjetori' School, Kamza, Albania*

Despite limited resources, schools are seeking to ensure that children with learning or physical disabilities are able to continue in school and that migrant children and children from ethnic minorities are also welcomed and integrated. In Albania, in 70-80 per cent of cases, the children identified as at risk of dropping out of school were from families of Roma or Egyptian ethnicity. In this way, the project has addressed the deep-rooted discrimination and exclusion faced by these ethnic minorities.

> *"We have learnt that we should treat all children equally despite their economic situation or whether their parents are workers or academics or whether the children have good or bad results. It was not different before but now we have better techniques to do that." Monitoring group teacher, Hillary Clinton School, Kamza, Albania*

"We have 10 children in the school with special needs such as Down's syndrome and autism. As teachers, we have found the project has helped us find ways to create a very positive environment for these special needs children and that the school children generally feel engaged and work more with them." Monitoring group teacher, '100 Vector' School, Kamza, Albania

The schools also have a commendable open-door policy to allow migrant children to attend classes. In Mali, children of migrant families who are working in the mining sites have been allowed to register at the nearest school. These families are internal migrants from within Mali or from neighbouring countries, including Burkina Faso, Guinea, Sierra Leone, and Senegal.

The schools are also working with the local communal authorities to ensure that practical barriers to education such as a lack of birth certificates are overcome, or, as in the case in Mali, even bending the rules to allow an adolescent girl, victim of an early marriage and then widowed, to return back to school.

2.11   Strengthened Communications with Parents

Many respondents noted that, prior to the start of the project, relations with parents had been quite distant. The teacher-training courses and project activities have sought to open the doors of the school to parents and the wider community. In some countries, the PTAs have become much more active, and teachers have opened up regular channels of communication between the school and parents, with open days, class meetings, and more individual communications with parents. The general tenor is to ensure good communication with parents; seek to eradicate the practice of child labour; to find ways to interest parents in their children's educational attainments; and to provide counselling about parenting and non-violence.

In Albania, particularly in the case of children who had abandoned school, the monitoring groups organised home visits to persuade parents or other relatives that the child should return to school. These visits, often on multiple occasions, coupled with offers of practical support, ranging from school materials, clothing, and efforts to help parents or guardians to find employment opportunities through the auspices of the LEA, seem to have been very effective in breaking down cultural attitudes that did not prioritise education, finding solutions to economic barriers to attending school, overcoming fears of bullying and discrimination, and persuading families about the value of girls' education.

In Uganda, there were specific training programmes as part of the project for the PTAs on their roles and responsibilities and the qualities needed to be a good PTA member. As a consequence, some PTAs adopted resolutions to agree that parents must not give so much work to their children that it prevents them from attending school.

> *"Our role is to conduct meetings with parents and advise parents to support the school with scholastic materials and, above all, we encourage parents to send their children to school. We passed a resolution at the PTA that each parent should not give extra work to their children that might stop them from going to school. At home, we move from door to door with that message." PTA member, Oboth Primary School, Erussi, Uganda*

In Mali, the project helped establish AMEs. Their role is to carry out visits to parents who are reluctant to send their children to school and, in some cases, are responsible for project-sponsored income-generating schemes whereby half the profits are given to the schools to support the purchase of teaching materials or to support the most vulnerable learners. They also have a watchdog role to check on children if they are seen in the village during school hours.

> *"The AME has stopped children from going to the mines and has encouraged children to return to school and not abandon their classes. Now there are no longer children in the mines. That is a great victory. It is because of the support of the AME. Here, we say that if women don't put their hands in the dough – that's to say if they are not involved – it won't work. Here, without the mothers, nothing moves." Mayor of Syentoula commune, Mali*

In Nicaragua, the project put particular emphasis on improving communications with parents and carrying out home visits if a child was absent for more than two days. Before the project, teachers generally accepted that children would miss school one or two days per week but now children are in regular attendance.

> *"Before the project, there was little communication with the parents and indeed even with the students. But now we have learnt how to talk to the parents and we visit them at their homes and we have built up their trust. There is a change of mentality in the community. They used to think it was normal for children to work but now they are aware that sending a child to work is something bad." Gela Maria Cardenas, Buenos Aires School, La Dalia, Nicaragua (video interview with Samuel Grumiau, November 2017)*

"I don't feel that the coffee harvesting season has affected attendance this year as it used to do. Normally, we would find that, from mid-October to November, there were fewer students in class. But this year, only two children missed school but that was because they were sick. Now the school is full of students and the parents are doing the harvesting. The parents have changed because we have held meetings with them and now they see the importance of education and they don't want their children to miss classes." Marlin Averruz, Slilmalila School, La Dalia, Nicaragua (video interview with Samuel Grumiau November 2017)

2.12. Strengthened School Management Structures

In some countries, the School Management Committees (SMCs) are actively involved in the project and have received training on their roles and responsibilities. In these cases, respondents noted that the SMCs are more competent in managing school resources, which has had a beneficial impact on teachers' performance and overall morale. In Mali, the training was provided as part of a UNICEF-led initiative and, in Uganda, it was included in the project activities.

"The SMC is more in control of the activities and the Mayor's office can delegate responsibilities. The SMC is following the school regularly which was not the case before. Now, you can see that the classrooms are maintained and there is a proper control over the management of school materials. Before, they did not really understand what they were meant to do. Now, for us, it is a lot easier to hand over the school materials because they are being used in the right way at the right time." General Secretary, Mayor's Office, Syentoula Commune, Mali

"Many of the school management committee members had seen their role as holding the briefcase of the head teacher but now they see they have a supervisory function both in terms of finances and in monitoring the attendance of teachers. It has also improved the motivation of teachers, the knowledge that they are being monitored." Juliet Wajega, former UNATU Deputy General Secretary, Uganda

"There has been a change at the school. There is effective teaching and teachers are committed, unlike before when they would not be caring. If teachers are missing, we find out why. They are regular unless it is very serious but then they are on leave with permission." SMC member, Pajur Primary School, Erussi, Uganda

2.13 Building Linkages Through a Multi-Stakeholder Approach

One of the most innovative aspects of the projects relate to the formation of multi-stakeholder committees tasked with the goal of ending child labour: in Uganda, the Erussi Sub-County Child Labour Steering Committee; in Mali, the village-based child labour committees; and in Zimbabwe, the government District Child Protection Committee. These committees include a wide cross-section of local government authorities, traditional village chiefs, faith-based institutions, community NGOs, representatives of employers or buyers' companies, informal mining associations, and the police and other security forces, as well as school head teachers and focal-point child labour coordinators or union representatives. Many respondents referred to the importance of this approach, as well as the close working relations with the district and regional education authorities, to carry out combined advocacy on issues of quality education and the rights of the child.

In Uganda, the Erussi County Stop Child Labour Steering Committee comprises the local council chairperson, Speaker and Secretary for Social Services, the chairperson of the Erussi Head Teachers' Association, the union child labour coordinator, and faith-based organisations, a representative of the local coffee buyer company, Kyagalanyi Coffee Co., the local NGO, Community Empowerment for Rural Development (CEFORD), and the police station's officer-in-charge. This was a powerful force for advocacy and the local council chairperson ran his re-election campaign on the basis of his commitment to end child labour. His reelection leaflet and campaign poster focused on his commitment to ending child labour.

In Mali, the village monitoring committees bring together the local village authorities, the SMCs school management committees (SMCs) and parents association, as well as the artisanal miners' association, the Ton-Boloma. The president of the committee is the village customary chief.

> *"We have talked to parents and there are no longer girls or boys working either in the mines or in the fields when they should be at school. We hold monthly meetings and others if necessary. All the meetings are for the betterment of the village and the school. We want our children to go further than us. We are illiterate persons and we cultivate the land. Nobody wants our children to suffer as we have suffered." Chief Mangara, Syentoula Village, Mali*

One of the most notable actions of the village chiefs has been to propose that the village general assemblies adopt a common accord, known as a bencan, to prohibit children from working in the mines and to send them to school on pain of sanctions. There has been no case of the sanctions being applied.

The process whereby the village chiefs reached these decisions included many meetings with SNEC, the school child labour focal points, and the NGOs working in the district, and discussions within the Village Monitoring Committee.

"We sent a cry from the heart! Really, when you see a child on a motorbike going off to the mines, you have to do something. Here it is the village chief who is in charge of all matters, not even the Mayor can override the authority of the customary chief. So we said it is only the village chief who can put a stop to that. And each village has a different way of agreeing sanctions because they know what is best."
Noumoutiéba Diarra, coordinator of the child labour focal points, Ouroun, Mali

Mali. **List of customary chief's sanctions against parents not sending children to school**

Village	Sanction (Bencan or collective accord)
Lena	*The family will be asked to give a goat to the village chief (2018).*
Syentoula	*The family will not be allowed to use the village water pump (there is only one pump).*
Yerefounela	*The family will not benefit from the customary practice of collective work to clear the fields for planting.*
Soumaya	*The family will be asked to pay CFA 20-25,000 (€30-40) to the village chief (2017).*

Source: School child labour focal points, Ouroun and Syentoula communes, Bougouni district, Mali

2.14 Considerations for Follow-Up

- Encourage regular meetings with child labour focal points or school coordinators in each area to strengthen exchange of information and networking. Where appropriate, these meetings could also be used for teacher refresher courses or curriculum support, possibly in collaboration with district or regional education authorities.

- With particular reference to Morocco and Albania, the major challenges concerning enrolment and dropout rates are in the post-primary school age group. For that reason, it might be worth considering developing specific programmes in some countries to

support transition to and retention within lower secondary education (from Grade 7), with a particular focus on adolescent girls.

- Using the Albanian experience as a reference, develop a brief leaflet or written explanation of the school monitoring groups structure, and their working tools, such as the monitoring sheets, student questionnaires and individual education plans.

- Using Directorate of Education Standards Uganda and UNICEF Mali training materials (see appendix 1) as guidance materials, support unions in other countries where appropriate to develop simple guidance notes on the roles of the SMCs and PTAs and translate into local languages or create a podcast in local languages. Also, consider providing training courses for members of SMCs and PTAs in the target schools, and where appropriate, in association with relevant counterparts.

- Consider developing a guidance note based on the best practices of bridging and remedial classes, taking into account their structure, organisation, time-tabling, teacher training, and methodology for the successful integration of children back into mainstream education.

- Any project support for income-generating activities organised by the school or PTAs/AMEs needs to be carried out in partnership with local NGOs preferably and include training on horticulture and livestock-raising.

Section 3: Positive Outcomes for Teacher Unions in Implementing Projects Against Child Labour

3.1   A New Focus on Quality Education and Inclusion

Union leaders report that the projects on child labour coincided with their own policy decisions to broaden the focus of their work to include the quality of education in keeping with the MDG/SDG objectives and also policies adopted by EI. This approach allowed them to revitalise their structures and gave them new opportunities to cooperate with other trade unions and the education authorities on a non-conflictive issue and access to joint platforms to make their unions known at both national and international levels.

The SNE in Morocco reported that, in 2004, when it first contacted the Ministry of Education and regional administration about the child labour project in Fès, there was considerable suspicion about why they wanted to get involved 'as it wasn't their job'.

> *"Bit by bit, we saw that the views of the education authorities changed because they realised that the union was not only a union with economic demands but also a union that was very interested in participation in educational issues and questions about teaching … Even the political authorities began to see that the union might have something to offer … We had a positive impact and echo on the life of Fès." Abdelaziz Iouy, National Steering Committee member and former SNE General Secretary, Morocco*

> *"We started to reflect that we needed to broaden our focus to look at all the issues in the school, not just the socio-economic conditions of teachers. We decided to base our future work on two pillars: firstly, the rights of teachers and, secondly, the quality of education and the school environment." Xhafer Dobrushi, Honorary Chairman, Trade Union Federation of Education and Science of Albania (FSASH), Albania.*

> *"We have focused on quality and that has created a really positive image of our unions among the teachers, the parents, and the whole community. Teachers are more aware of why they pay their*

membership fees. Trade union funds have supported the schools and families of pupils. The community can see we are not just a paper organisation but we are doing real work for teachers and pupils."
Nevrus Kaptelli, President, Independent Trade Union of Albanian Education (SPASH), Albania

In Uganda, UNATU deliberately sought to position itself as a stakeholder on issues of quality education and the rights of the child:

"There are clear linkages between the child labour project and quality education. Our aim is to work with the district leadership and head teachers and with parents so as to bring people to work with you and improve the school system and bridge the gaps." Juliet Wajega, former Deputy General Secretary, UNATU, Uganda

In Mali, since its first engagement on the issue of child labour in 2003, the SNEC considered its mission was not only to defend the interests of teachers and the other sectors it represents but also to work towards the development of the country, through quality education.

3.2 Significant Membership Gains

All countries reported that there had been significant membership gains in the child labour project target schools (see Appendix 3).

- In Albania, SPASH and FSASH work in alliance and are the largest education unions. They are the only recognised partners in the national collective contract for the education sector. While the overall school age population is falling, the unions have been able to negotiate that teaching numbers remain stable. The unions lost around 2,000 members when a new system of union membership registration was introduced in 2015 and, instead of unions providing a list of members from each school, each teacher was required to sign an individual declaration. Despite this national membership decline, there has been a dramatic membership increase in the project schools between 2015 and2018, with an average percentage increase of 41.5 per cent.
- In Mali, the SNEC leadership recognises there have been challenges in compiling and updating membership figures, particularly in conflict zones and there are also multiple education unions. In the two communes in Bougouni, the number of teachers is relatively small so the figures are not very conclusive. Nonetheless, although the teaching staff declined by four posts from 2015-2018, the

SNEC gained five new members over the same period. The SNEC national project coordinator, the local focal point coordinator, and the regional secretary in Bougouni considered that SNEC membership had increased considerably as a result of the project.

- In Morocco, the SNE reported there were 1,040 members in Fès Province in 2014 and 1,489 members in 2018, representing a 30 per cent increase. The teaching staff had not increased substantially during this period. They considered that this increase was a result of the project.

- In Uganda, UNATU membership increased from 117 members in 2015 to 151 members in 2018 in the 15 primary schools covered by the project (a 23 per cent increase). The chair of the Head Teachers Association considered that nearly all teachers in the schools were now members of UNATU. The District Education Officer considered that, previously, membership had been around 70 per cent and now it was over 90 per cent in the primary schools.

- In Zimbabwe, the ZIMTA membership in 11 project schools in Ward 8 of Chipinge rural district had increased from 42 members in 2015 to 80 members in 2019 - a 47.5 per cent increase. Because of the cyclone, the Progressive Teachers' Union of Zimbabwe (PTUZ) could only obtain information from the whole of Chipinge district: in 2014, there were 343 members, increasing by 46 per cent to 637 in 2018.

- In Nicaragua, CGTEN-ANDEN membership in the Municipality of La Dalia increased from 200 members in 2015 at the start of the project to 380 in 2018 - a 47 per cent increase. The General Secretary of CGTEN-ANDEN for the Municipality of La Dalia also reported that school head teachers were very supportive of the project and had decided to join the union, which is uncommon in Nicaragua.

"At the beginning of the project, we did not have many members in the Municipality but, in 2017, we had 100 new members and, in 2018, another 80 new members. They affiliated because of the project – for example, before, we did not have school head teachers but with the project, they were motivated to join, they said 'Wow!' And they told us, 'We are going to join the organisation'." Armengol Salgado, CGTEN-ANDEN General Secretary, Municipality of La Dalia, Nicaragua

3.3   A More Active Membership and Better Communications

There was a general consensus that members had become much more engaged in union work in the child labour target areas.

"Before this project, we ourselves did not give much importance to trade union work. We weren't interested in the union. We were members but not active members. But now we are members of the Steering Committee. We have influenced a lot of people to become members as well." Naima Dekhissi, Provincial Project Steering Committee member and Regional Coordinator of the SNE's Women's Circle, Fès, Morocco

"When you see members frequently in the context of the child labour project, they begin to believe in you because not all members are concerned about trade unions but they are concerned about children's welfare and education. So, this group of members began to respond and trust us. You can see by the manner in which they greet you in the school, the manner in which they ask after you, that is an indicator in its own right." Sifiso Ndlovu, Chief Executive Officer (CEO), ZIMTA, Zimbabwe

3.4   Improved Labour Relations and Individual Grievance Resolution at Local and District Level

Respondents all listed various gains in terms of improved labour relations and their capacity to resolve individual grievances or disputes. These issues included the following:

- Salaries are now paid regularly (Uganda).
- Speedy resolution of problems related to salary payments (Uganda).
- Individual grievances with school head teachers or local education authorities resolved with greater ease (Zimbabwe).
- Dues payments and check-off system functioning better or smoothly (Albania, Uganda).
- Easier for teachers to take time off to attend trade union training courses and other activities (Albania, Uganda).
- Speedy replacement of union identity cards or issuing new cards for members (which also facilitates access to preferential loans) (Uganda).
- Smoother and speedier renegotiations of regional collective contracts (Albania).
- Easier to resolve cases of unfair dismissals or arbitrary transfers (Albania, Mali, Uganda).

- Greater employment security and regular payment of parents' contributions to community teachers' salaries, and government commitment to gradually employ community teachers in the public service (Mali).

"In the regions where we had the project, now when there are problems, such as unfair dismissals or transfers, we find it is easier to talk to the education authorities. They are friendlier towards us and more open to listen. Now, even if we don't go personally to meet them, even with just a phone call, we can settle the dispute. These LEAs have a new approach to unions." Nevrus Kaptelli, President, SPASH, Albania

"Often, the Mayor's office and the Centre for Pedagogical Action (CAP) would organise transfers without the consent of the interested party and without coordination. But, now, the trade union is much closer to its members and we have been able to avoid these transfers." Noumoutiéba Diarra, SNEC coordinator, child labour focal points, Ouroun, Mali

"If we had a problem before and went to someone's door, they would just tell us to leave. But, now, with the support of the trade union, even if we have not been appointed public employees, we are proud." Community teacher at focus group, Syentoula, Mali

"A lot has changed for me because, now, the villagers are aware that teachers are workers with rights." Community teacher at focus group, Yerefounela, Mali

3.5 Strengthened Unity of Action and Capacity to Fend Off Malicious Attacks

Particularly in Zimbabwe, the child labour project has acted as a bridge between two previously antagonistic trade unions.

"We agreed to collaborate just for the purpose of the project and, in the process, we realised that we had more in common and we have realised our capacity to better what was good." Raymond Majongwe, PTUZ General Secretary, Zimbabwe

"Without preaching the word 'unity', without telling the unions to unite, the actions are what counts. The unions have detected that they should move in that direction. It has become more a national gravitation." Sifiso Ndlovu, CEO, ZIMTA, Zimbabwe

In both Zimbabwe and Albania, there have been attempts to use rival 'post-box' unions (unions which are nothing more than a postal address) to

undermine unity of action, disrupt collective bargaining negotiations, and poach union members. However, leaders of the EI affiliates report that it has been possible to thwart malicious attacks because members are actively engaged and supportive as a result of the child labour projects.

"The teachers' unions have become more of a threat to the establishment and they are searching for an explanation by claiming we are agents of forces outside Zimbabwe. They put some red herrings in the system but, because of this unity, teachers were not fooled. I am so impressed by the level of maturity of teachers who were able to say we will not follow this destructive path. That is a result of our collaborative efforts and actions and because our agents are working together." Sifiso Ndlovu, CEO, ZIMTA, Zimbabwe

"Another trade union went to many districts and talked to teachers saying that 'If you come to our union, you won't need to pay a union fee and we will protect you even if we don't have a collective agreement'. However, our members have not been fooled and they haven't left our unions. I think we have won this fight due to our positive image. It has helped us a lot." Xhafer Dobrushi, honorary chairperson, FSASH, Albania

3.6 'Washing the Face of the Union': Enhanced Standing and Visibility in the Community

There was a consensus that the perception of the trade unions among parents and the community had vastly improved.

"Before the project, the union was seen to be agitating for salary increments with the government, as selfish and only looking after teachers' issues. But the coming in of the child labour project has greatly changed that perception. Today, when you drive with the UNATU vehicle, it is in the village vocabulary, it is well known in Erussi and Zombo. The public and the community have come to see that the union is for education and activities on child labour, where the local community, the parents, the politicians, the religious leaders are all involved, it has been made very clear in the village. The child labour project has washed the face of the union from the old perception that it was always agitating for strikes and industrial action." Mori Samuel Sidoro, UNATU National Representative for West Nile Region, Uganda

"We have created relations that are positive. There was a time when we faced resistance. In this country, you can't just walk into a village and come out without the necessary intelligence structures taking note.

They investigated and found we had purity of intentions in building child labour free zones ... It was not just the education officers; we went down to the local traditional chiefs. We learnt real lessons, that when you talk to the traditional chiefs, talk to the school leaders and parents ... make them part of the process, in that way positive results come." Raymond Majongwe, Secretary General, PTUZ, Zimbabwe

3.7 A New Culture of Respect for Trade Unions by Local and Regional Authorities

Trade union representatives at national, regional, and school level all report improved relations with school leaders, parents, and local and regional authorities.

"We have excellent relations with the two trade unions. The whole community can see that trade unions are not only dealing with the protection of social and economic rights of teachers but also looking to improve education in Albania as well. The credibility of unions has improved a lot. Our Directorate has cooperated with the unions since the beginning of the project. We discussed together which schools to select and we identified the schools with many pupils from vulnerable communities and from the Roma and Egyptian communities who are more likely have the practice of child labour." Kristaq Grabocka, Director, Regional Directorate of Education, Korça, Albania

In Morocco, the SNE has signed a series of partnership agreements with the Ministry of Education, the regional academies (ARs), the provincial education authorities and, in some cases, the local health authorities. These agreements give the union the right to enter the school, carry out remedial classes for students or special activities on Sundays, and carry out professional development courses for teachers. Some agreements include union support to assist with student health checks for eyesight and the provision of spectacles and to test for dyslexia. The Director of the Provincial Education Authority in Fès was very positive about the SNE's work.

"The results of the project have been very good and we see there is now a great difference in the way we are treated by the education authorities, the local authorities, even the Governors of the Regions and the Provinces. It is now a relationship of respect." Abdessadek Rghioui, General Secretary, SNE, Morocco

In Mali, the education authorities expressed their strong support for the child labour project initiatives.

> *"We carried out the training programmes together with the Centre for Pedagogical Action (Centre d'Animation Pédagogique) and the Regional Academy (Académie Regional) in Bougouni, and now it has created a kind of partnership between SNEC and the education authorities. Before it was really not like that, not like that at all. If we went to meet the education authorities, it was always to put forward trade union demands. Today, we go for other reasons, but the door is also open for us to talk about the daily problems of the union and to bring up any little difficulties." Bakary Koné, SNEC Regional Secretary Bougouni, Mali*

> *"If a trade union signs up to fight against child labour, we must congratulate them, particularly as you are working in areas that are extremely difficult in terms of the local mentality in relation to schooling. When we send teachers to that area, I know they see it as a punishment. Let me assure you of our support." Mahamadou Kéifta, Director of Basic Education, Ministry of National Education, Mali*

In Uganda, the Nebbi Acting District Education Officer reported that stakeholders were changing their perceptions of UNATU and 'sifting positively', a direct consequence of the programme and more frequent contacts with UNATU. He also indicated that UNATU had been able to educate staff at the District Education Office to have a better understanding of the labour relations and the legal framework within which UNATU operates.

The same was also the case in Zimbabwe:

> *"The district education authorities have also changed their perceptions of the union. Now, whenever we have a training event, they clear the participation of the teachers and they facilitate our presence in the area. The District School Inspector provides a lot of support. He makes sure the teachers are able to attend the course and he comes himself. He also links up with other members of the District Child Protection Committee (DCPC), for example, officials from the Ministry of Labour. In fact, the DCPC perception as a whole has changed. I remember the first time we went to the DCPC to introduce ourselves, they were tensed up. But now they are very open and supportive." Angelina Lunga, ZIMTA child labour coordinator, Zimbabwe*

3.8   Increased Capacity for Advocacy and Social Dialogue

Trade unions report a marked increase in their capacity to carry out advocacy work on quality education issues and children's rights. Unions, NGOs, and local authorities report that the partnership approach has proved mutually beneficial (see also Section 5).

3.8.1 Local-level advocacy and social dialogue

- Unions reported a number of infrastructure improvements which they considered had been made possible as a result of joint advocacy with local village and political authorities. In Uganda, for example, the Sub-County Steering Committee to Stop Child Labour mobilised for female teachers to be appointed to all the schools, which is not the case in other sub-counties. In four schools, (Oboth, Erussi, Avuru and Panger primary schools), girls' washrooms have been built and there are plans to construct facilities in the remaining schools in the district. In addition, as a result of increased enrolment, the Committee was able to convince the local education authority and MP to fund the construction of two new classrooms at Otwaga Primary School. The Committee also lobbied the local MP to assist with funding new staff quarters at Obongo, Kelle, and Pacaka, remote schools along the border with the Democratic Republic of the Congo where children were often involved in cross-border trading. With teachers in residence, it has been easier to ensure children are regularly in school.
- The project local coordinators have also worked with the school head teachers, SMCs, PTAs, or AMEs to improve school-meals programmes.

3.8.2 Regional and national level advocacy

While none of the unions interviewed were able to report substantive gains at national level in terms of teachers' employment conditions or increases to State budgets for education – with the key exception of the agreement on community teachers in Mali referred to above - they nevertheless referred to some key successes:

- In Mali, the working alliance between the SNEC and the NGO ENDA-Mali (Environment and Development for the Third World) proved very effective in persuading the artisanal mineworkers association, the Ton-Boloma, to take action to stop child labour. The two organisations jointly convened a day-long conference in Bougouni in March 2016 with district chiefs, mayors, prefects, sub-prefects, the

CAPs, and the AR, the Bougouni council and the Chamber of Trades and Mines, and the village customary chiefs. At the conference, "Investing in education in child labour free zones to combat child labour", the Ton-Boloma associations were requested to ensure that all children be removed from the mines so they could attend school.

"We involved the Ton-Boloma in decision-making. We asked them to organise themselves so that if children were found at the mines, the Mayor or the customary chief should be informed. And if it was a question of making arrangements for the child to go to school, then it would be SNEC which would take the necessary measures. That was some of the advocacy work we organised jointly." Soumaïla Diarra, Regional Coordinator, ENDA-Mali

- UNATU reports increased invitations to participate in district functions. In addition, senior political and administrative officials now participate in World Teachers' Day celebrations, which was not the case previously. The high-water mark in terms of national advocacy was the adoption in November 2014 of a Motion for a Resolution in Parliament to urge the government to create child labour free zones, tabled by Rosemary Seninde, at that time National Resistance Movement Woman Representative, Wakiso District, and now Minister of State for Primary Education. However, a new Parliament was elected in 2016 for a five-year term and the momentum for action on child labour within Parliament appears to have slowed.

- In Albania, although it is difficult to attribute collective bargaining gains directly to the work on child labour, it is clear that a generally positive attitude towards the unions has been a contributing factor. The new collective contract (2018-2022) includes safeguards to maintain teaching numbers despite the overall decline in the school-age population. The increase in teaching hours assigned to cultural, arts and sports activities reflects a particular focus of the child labour projects. Under the new contract, local trade union leaders have been granted increased time off to carry out union duties. There is also a clause concerning a joint commitment to reduce school dropout rates and eliminate child labour and the possibility that the Regional Education Directorates use their special funds to reward teachers who have achieved measurable results in the reduction of school dropout rates. This last clause is viewed as a starting point for further discussions but has not been implemented as yet.

"We are quite proud of the contract. We believe it is the most qualitative contract in the Balkans and even EI has told us that ... It has been discussed as a good example in the Albanian Tripartite

National Council of Labour. We also now have an automatic extension of the contract until the next one is agreed." Nevrus Kaptelli, President, SPASH, Albania

- The advocacy for reforms to national teacher training curricula and school syllabi are equally relevant here (see Section 1.7 and Section 5.5).

3.9   Considerations for Follow-Up

- Develop a model clause or draft language on child labour issues for collective bargaining negotiations or for discussion in other social dialogue forum.
- Strengthen the involvement of district and regional union structures in the development, design, monitoring and evaluation of the project.
- Where the project has a particular focus on a supply chain, seek to ensure that the relevant sectoral union(s) are kept informed about project activities and results; and encouraged to participate in project activities.
- Provide regular project updates to district, regional, and national education authorities, including the Ministry of Education and the institutions responsible for Education Quality Standards or Inspectorates.
- Where necessary, support mechanisms for national advocacy coalitions on child labour or children's rights with relevant trade unions and civil society organisations to coordinate advocacy work.
- Organise national advocacy events to showcase the project achievements and campaign for quality education for all.

Section 4: Incorporation of Gender Perspectives and Best Practice

In all the countries covered by this research, there is an impressive focus on the girl child and how to overcome obstacles they face in staying on in school, particularly after puberty. The issue has many champions within schools, the local education and government authorities, customary chiefs, and among the NGOs; and in Uganda and Zimbabwe, within the local police force.

In most countries, the national steering committee or coordination committee includes union staff responsible for gender issues, In some instances, the coordinator of the child labour project at national or regional level was also responsible for gender issues. Their participation in the project activities may have also contributed to effective gender-mainstreaming.

Gender perspectives and best practice are included in the relevant sections of this report. However, the best practice from Uganda should be highlighted: a multi-faceted strategy including ensuring there are women teachers in each school; professional development courses on gender relations, positive reinforcement of girls' educational attainment, guidance and counselling, provision of positive role models for girls, support for menstrual management, and a community commitment to addressing the high incidence of early marriage and teenage pregnancy.

Here, the gender issues referenced in the report are grouped together below to provide an overview of this cross-cutting issue.

- Gender aspects of the professional development training programmes (see section 1.6).
- Supporting the girl child at school (see section 2.6).
- Gender parity in schools' anti-child labour clubs in Mali (see section 2.8).
- Role of the Association of Mothers (AME) in Mali (see section 2.10 on strengthened communication with parents)
- Considerations for follow-up on gender-related issues (see sections 1.9 on sharing best practice from Uganda; see Section 2.13 on income-generating projects with the AME in Mali).

Section 5: Sustainability of Work on Child Labour in the Longer Term

The area-based approach in projects to eradicate child labour is relatively low-cost and has sought to ensure that achievements are sustainable. Self-evidently, schools and teachers remain in place, regardless of the funding status of any project, so there is an in-built sustainability 'premium'. However, other key elements also contribute to the sustainability of the work on child labour which are examined in this section.

Funding for the child labour projects ended in Morocco in December 2017; in Kamza, Albania, in June 2018 and in Korça, Albania, in June 2016. In Uganda, the project funds for 2018/2019 in the Erussi district were scaled down and there have been discussions with UNATU about winding down support. In Nicaragua, project funds have also been scaled back. So, in these countries, the researcher was able to gain some understanding of the extent to which the work on child labour has left a lasting legacy.

5.1 Ongoing Commitment to Address Child Labour and School Dropout Rates

All the unions expressed the conviction that the issues of child labour and school dropout rates linked to advocacy on quality education for all would remain priority concerns (see section 3.1). At regional and local level, the area-based approach was greatly valued. At national level, in some country contexts, senior leaders expressed certain reservations about the area-based approach, which may have stemmed from concerns about the initial process of identifying the target districts, about which they were not consulted as the districts were chosen based on Dutch supply chain considerations. In some cases, there may also have been a lack of familiarity with the projects because of recent leadership changes.

At school level, even when the funding has ended, activities developed during the project continue. For example, in Korça, Albania, where the project ended in June 2016, the two schools visited had adopted action plans for the 2018/2019 school year on the reduction of school dropout rates. In 'Naum Veqilharxhi' school, in an area with a high proportion of Roma and Egyptian families, the goal was to reduce the school dropout rate from 14 per cent to 10 per cent. The head teacher reported that the ethos of the

work to end child labour is continuing because the class teachers now have many techniques to integrate the children and have better relations with the parents.

5.2 Long-Term Investment in the Professional Development of Teaching Staff

In all countries, the teachers who participated in the professional development training courses have benefited enormously and will continue to use their new skills and competencies in their classes and inspire other teachers around them.

The SNE in Morocco argues that it is best to work directly with teachers on their professional development as they are a source of continuity and can transmit new knowledge while the rest of the education system is in constant flux.

> *"The local elected officials change, the administration changes, the regional and provincial education authorities change every four years. So if we want to make any progress with the children, we must concentrate on the teachers as they provide the continuity and ensure the implementation of the new practices." Abdelaziz Iouy, Member of the SNE National Steering Committee and former General Secretary*

In Albania, Morocco, and Mali, teachers expressed enthusiasm about the idea of possible opportunities to share their knowledge and experience at national level or in neighbouring countries. Indeed, in some countries, the teachers had already taken some initiatives in this regard.

For example, in Korça, Albania, the 'Pandeli Cale' school had organised a three-day training course for all class teachers prior to the start of the school year in September 2018, facilitated by the head of the Monitoring Group to explain the project methods and plan their work.

> *"We invited a representative from the LEA to attend the training course and on one day, there was a representative of the Ministry of Education from Tirana who came. The Ministry had heard about the programme and wanted to know how it functioned." Mimoza Beqirlari, head of Monitoring Group, 'Pandeli Cale' School, Korça, Albania*

In Nicaragua, teachers report they are confident that the strategies concerning outreach to parents will continue to be put to use. The new craft and carpentry, dance and music skills they acquired have now been

incorporated into the school syllabus for vocational training and cultural education.

5.3   Project Monitoring and Assessment Systems Maintained

In Morocco, the child labour steering committees at school level were still in place and in Albania, the school-based monitoring groups were still in place. In both countries, the tools that had been developed during the project, including improved systems of registration of attendance and academic assessment, were also in use.

In Korça, in 'Pandeli Cale' school, the Monitoring Group is still using the individual questionnaire to understand the situation of children considered at risk of abandoning school and are drawing up individual education plans based on their needs and interests.

5.4   Continuity of Practices in Creating a School Environment Conducive to Learning

In Morocco and Albania, the practices cited in Section 2 were still all clearly apparent and had been integrated into the daily practice and philosophy of the schools:

- A highly motivated and committed teaching staff and school director.
- A welcoming, caring attitude towards the students.
- Initiatives to ensure that the school compound and classrooms were attractive.
- Availability of remedial classes or additional academic support.
- Specific attention to the girl child.
- Continued emphasis on sports, arts, and cultural activities.
- Student involvement in anti-child labour activities.
- Involvement of parents in monitoring structures.
- Outreach and support for families of children at risk of abandoning school.
- Strengthened capacity of SMCs and PTAs.

Teachers in Morocco and Albania indicated that the SMCs and PTAs were doing their best to fundraise for the schools for items which had previously been provided by the project such as sports equipment, school bags, and materials for students from disadvantaged families. Indeed in Morocco, the

distribution of school bags and other materials had been initiated by the union as part of the earlier projects but, according to the SNE, had now been taken over and was organised by the government.

In Nicaragua, in the target schools, some of the crafts produced in class or in the school clubs are sold to raise funds for the school to be able to help children from disadvantaged families with school materials.

5.5   Reforms to Teacher Training Curricula and Primary School Syllabus

In some countries there have been reforms to teacher training curricula and primary school syllabi which are moving in the direction of creating a more open and inclusive environment in schools, with a greater focus on children's rights. In some cases, these reforms can be attributed in part to union advocacy.

For example, in Mali, the SNEC has worked with the National Pedagogical Directorate to review the school syllabus to include materials on child labour. The syllabus for Grades 1 and 2 have now been validated and are in use. Draft materials exist for other years and are awaiting validation by the Ministry of Education.

In Morocco, the SNE education expert, Professor El Khammar El Alami, has trained Masters' students at the Higher Education Institute at the University of Fès in child-centred pedagogy and they will become the future academic staff at the teacher training centres. He considered that, within a decade, there will be a new generation of teacher trainers who will be able to teach modern education techniques and which in turn should have a very positive impact on school dropout rates.

In Nicaragua, CGTEN-ANDEN has been able to convince the local education authority (Consejo de educación local) and the Ministry of Education of the value of the training courses on communication and leadership and they have been incorporated into the government teacher-training courses in the Municipality of La Dalia.

5.6   Multi-Stakeholder Approach

The multi-stakeholder approach is a further strategy to build in sustainability, both at village and local council level and on a wider scale. Apart from the cooperation with the education authorities, earlier projects, such as "Omar's Dream" and "Out of Work, Into School", were developed as a partnership with NGOs and education unions. These relations continue in most countries and the projects are also working with community NGOs, the business sector, and chambers of commerce. In addition, in Uganda and Zimbabwe, the police and security forces are supportive and, in Uganda, the local women's representative MP.

5.7   Village child labour committees and role of local authorities

In Mali and Uganda, the village-based child labour committees continue in operation even though the NGO partners in the 'Out of Work, Into School' programme are no longer working in the villages.

In Mali, the village monitoring committee (Comité de Veille) presided over by the customary village chief acts as the moral guardian of the commitment to ensure children from the village are not working in the artisanal mines and are in school. The committee also includes the local Imam who has used his spiritual authority to support children's education. Equally, the mayors and local councils are committed to ending child labour in their jurisdictions. As the Mayor of Ouroun stated: "We consider this is no longer someone's project – this is our mission!"

In Uganda, the formation of the Erussi Sub-County Steering Committee on Child Labour in mid-2017 was a response to the knowledge that the project was going to be phased out. The committee also includes a coffee-buying company, Kyagalanyi/Volcafe, working with coffee farmers to reduce and eliminate child labour, the local NGO, CEFORD, carrying out work at the community level, religious leaders, and the local police force. UNATU played an important role in ensuring that stakeholders consider how to sustain the work.

"We have seen various projects being implemented and then forgotten. You know every project has its own design. UNATU asked us what will happen next and we saw the need for a committee. We have this project at heart. We wanted to ensure that the message did not remain there." Chair, head teachers' association, Erussi Sub-County, Uganda

The Steering Committee was set up to lobby for support and plan activities. It successfully organised a week of activities on the theme of 'Stop Child Labour'

in October 2017, culminating in a march though Erussi with the participation of all the primary schools. A similar week took place in October 2018.

"As part of the sustainability of the Stop Child Labour campaign, we felt as a sub-county it was incumbent upon us to form the steering committee. We have been coordinating closely with other members to mobilise resources and put more plans in place. As a sub-county, we put a work plan and budget which we implement through the technical staff. Last year, we gave Ugandan Shillings $300,000 in 2017(or €70) and, this year, we have increased it to $500,000)or €120) to boost the activities of the steering committee." Orom Collins Jalacida, Local Council Level 3 (LCIII) Chairperson, Erussi Sub-County and chief adviser to the Steering Committee

5.8   A Transnational Learning and Sharing Environment

EI is currently supporting child labour projects in 13 countries on four continents. Some projects have been implemented over various years and others are recent 'start-ups'. However, despite the geographical barriers, the sense of shared community and learning from each other – or to use an international development assistance term – the Monitoring, Evaluation, Accountability and Learning (MEAL) environment is quite remarkable. This includes effective feedback mechanisms to the project partners at country level; documenting results to allow for learning; and the facilitation of decision-making by project staff based on first-hand evidence of results. A number of elements appear to have created this learning environment.

- The funding partners have invested considerably in providing opportunities for South-South exchange, including bringing together coordinators from different countries for kick-off and end-of term meetings, which included in-situ visits to the project target areas and meetings with the school leaders and child labour coordinators. One example was the kick-off meeting in Mali in 2014, attended by EI affiliates from Mali, Turkey, Uganda, and Zimbabwe. In February 2015, another trip to Morocco was attended by union representatives from Albania, Mali, Nicaragua, Senegal, Togo, Turkey, Uganda and Zimbabwe, as well as EI staff from the Africa Regional Office and representatives from Aob and the GEW Fair Childhood Foundation. The trip helped unions that were starting child labour projects to better understand how to develop partnerships and the different components of the projects. As a consequence of the trip, CGTEN-ANDEN from Nicaragua decided to start a project and the GEW Foundation became interested in investing in union

projects. There have also been other study trips: for example, in 2018, in Uganda, UNATU hosted EI affiliates from Malawi, Tanzania and Zimbabwe; in Mali, the SNEC hosted EI affiliates from Burkina Faso and Togo. Following the study trip to Mali, for example, the SNEC leaders have provided guidance on how to plan and present a funding proposal for their colleagues from other countries.

- In addition, there are opportunities to share project results and learning with the broader development community and policy-makers: project coordinators have participated in the two World Conferences on Child Labour in Brazil (2013) and Argentina (2017). Others have attended courses at the ILO Turin Training Centre and have shared new knowledge on return.

- Through social media, union websites, and magazines, there is a strong drive to share information and celebrate success. There are currently five WhatsApp groups at country level and one transnational group set up after one of the study trips. There is also a Facebook page, Educators against Child Labour , moderated by EI. The GEW magazine provides regular coverage of the child labour projects, in part to publicise the work of the Fair Childhood Foundation.

- EI affiliate funding partners are supportive and, as far as possible, seek to accommodate timetabling and programme adjustments, creating an environment of openness and trust which is essential for an effective learning environment.

- The EI child labour coordinator carries out regular monitoring missions, maintains frequent communication with the project coordinators at national level, and shares information about key meetings and events through social media. In this way, the group of national project coordinators keep in touch with each other and motivate and sustain each other.

Section 6:
General Considerations
Moving Forward

Below a few additional points are included, referring to the project planning stages and the overall policy framework for the child labour projects

1. While the projects have established functioning systems to track the school dropout rates for all children who are registered at school, there needs to be a better understanding of the quantitative extent of child labour in the project target areas at the start of a new project in order to track progress over time. Household surveys using participatory techniques conducted with the support of the schools and teachers could be useful. This would entail an initial training course in participatory research techniques and monitoring and support during the survey, which could be conducted at the beginning and again towards the end of the project period. Participatory surveys are also an effective strategy to build ownership over project results.

2. At the start of a new project or initiative, it could be useful to carry out a mapping of different NGO and multilateral agency interventions in the country and target areas in order to maximise any possibly synergies or potential platforms for joint advocacy.

3. It could also be helpful to review if there are opportunities to engage more systematically with the EI research unit and the gender unit as well as the relevant regional committees and offices.

4. With reference to the EI policy framework, it could be helpful to bring greater attention to the inter-linkages between area-based approaches to eliminating child labour and advocacy and programme support for inclusive quality education for all.

APPENDICES

Appendix 1: List of Union Training Materials and Manuals from Countries of Field Visits and Selected Reference Materials and Resources

A. Union Training Materials and Manuals from the Countries of the Field Visits

Albania

- Trade Union Manual: Commitment of Education Trade Unions, Teachers and other Stakeholders as to Reducing School Drop Outs and Eliminating Child Labour. Retrieved from http://faqeemeparshmefsash-spash.fsash.al/englishsite/Manual%20on%20ChL%20Prevention%20and%20Eimination.html

- Albanian language version of the SCREAM package "Supporting Children's Rights through Education, Arts and Media"

- Annual Plan for Prevention of School Abandoning 2018-2019 Kamze, Hillary Clinton School

- Questionnaire. Situation of working children, dropped out or at risk to drop out from the school

- Extracts from the Collective Agreement of FSASH/SPASH with the Ministry of Education, Sports and Youth 2018–2022, Article 12 Committment For Reducing Drop Outs And Elimination Of Child Labour

- Kontrata Colektive e Punes (2018-2022) Collective Agreement (text in Albanian)

Mali

- Combattre le travail des enfants par l'Éducation: Un objectif à notre portée: Manuel d'information et de sensibilisation de l'élève sur l'éducation et le travail des enfants Publié par OIT/IPEC, SNEC et le Ministère de l'Education, de l'Alphabétisation et des Langues Nationales (2006)

  - Livre 1 : Niveau premier cycle de l'Enseignement fondamental Classe 5ème et 6ème années

- Livre 2 : Niveau second cycle de l'Enseignement fondamental Classe 7ème, 8ème et 9ème années

- Combattre le travail des enfants par l'Éducation: Un objectif à notre portée: Guide de l'enseignant: Méthode d'enseignement des leçons modèles sur l'éducation et le travail des enfants Publié par OIT/IPEC, SNEC et le Ministère de l'Education, de l'Alphabétisation et des Langues Nationales(2006)

  - Guide 1 : Niveau 1er cycle Classes de 5ème et 6ème années
  - Guide 2 : Niveau 2ème e cycle Classes de 7ème, 8ème et 9ème années

- Présentation du projet: Programme de Lutte contre le Travail des Enfants et Création de Zones Libres de Tout Travail d'Enfants (2014-2019)

- Guide de bonnes pratiques pour lutter contre le travail des enfants SNEC (février 2017)

Morocco

- SNE/FDT Guide Pédagogique Formation des Formatrices et Formateur (avec le soutien de FNV/AOb et IE) nd

- SNE/FDT Formation des Formateurs Régionaux en matière de prévention de travail précoce des enfants Compte rendu des activités (2015)

- SNE/FDT Résumé d'activités du SNE/FDT contre l'abandon scolaire et le travail des enfants (2016)

Uganda

- UNATU. (2018). Lobby and Advocacy Plan on Child Labour

- UNATU. (2018). Teachers' Action for Girls Project Manual (with support from Canadian Teachers' Federation)

- PowerPoint presentation, Concept of Child Labour Free Zones, District Orientation meeting (23 October 2016)

- Training Notes: Communication and Effective Understanding; Parent Teachers' Associations and their Roles; Roles of School Management Committees

Zimbabwe

- PTUZ. (2018). Teachers' Guide (incubation Curriculum) with support of EI and Coalition against Child Labour in Zimbabwe (CACLAZ)

- ZIMTA. (2017). Stop Child Labour: Children's Rights Handbook for Teachers for a child labour free zone in Zimbabwe

- ZIMTA. (2019). Baseline Survey on Child Labour: 'Let them be where they should be': A case for Chipinge Schools

B. Selected Reference Materials and Resources

Albania:

- Albania Coalition for Child Education (ACE). (2015). Report on Professional Development and Teacher Evaluation in Albania. January. Retrieved from https://www.acce.al/sites/default/files/download/research/Raport%20Teacher%20Evaluation.pdf

- Albania Coalition for Child Education (ACE). (2018). Funding of Basic Education by National Budget in Albania. November. Retrieved from https://www.acce.al/en/research/funding-basic-public-education-national-budget-albania

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Mali:

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- Ordonnance No 10-036/P-RM du 5 août 2010 portant création de la cellule nationale de lutte contre le travail des enfants

- Loi 2018-007 du 16 janvier 2018 portant Statut du Personnel Enseignant

- Décret no 2018-0067/p-RM du 26 janvier 2018 fixant les modalités d'application du Statut du Personnel Enseignant

- Code de Famille 2011

Morocco:

- Bourqia, R. (2016) Repenser et refonder l'école au Maroc: la Vision stratégique 2015-2030 Revue internationale d'édcuation de Sèvres 71/2016. Retrieved from https://journals.openedition.org/ries/4551

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Uganda:

- Directorate of Education Standards. (nd). Basic Requirements and Minimum Standards Indicators for Education Institutions. PowerPoint Presentation. Available from UNATU

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- Ministry of Education and Sports. (2013). Understand and Managing Menstruation: A Reader for Learners.

- Ministry of Gender, Labour and Social Development. (2018). Say No to Child Labour and Yes to Education: Guidelines for the Implementation of the National Action Plan for the Elimination of Child Labour for District Local Governments. June. Place of publication: UNATU

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- SOMERO. (nd). SCREAM: PowerPoint presentation with a special focus on child labour in coffee-growing areas. Available from UNATU

- SOMERO. (nd.) Facilitators' Manual on Training of Local Community Leaders in Policy Understanding and Advocacy in Promoting the Implementation of Universal Education to Eliminate Child Labour. Available from UNATU

Zimbabwe

- Coalition against Child Labour and Abuse in Zimbabwe (CACLAZ). (2007). Child Labour Baseline Survey, Final Report. July. Available from CACLAZ

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Appendix 2: Albania: Model Template for Monitoring Group Action Plan and Tasks

Table 1. Example of a Monitoring Group's Action Plan 2016-2018

Group	Grades	Abandoned	Goal	At Risk	Goal
Group 1	*Grades 1-3*	*7*	*5*	*18*	*18*
Group 2	*Grades 4-5*	*6*	*4*	*16*	*16*
Group 3	*Grades 6-7*	*7*	*5*	*22*	*20*
Group 4	*Grades 8-9*	*5*	*4*	*24*	*22*
Total		***25***	***18***	***80***	***76***

Composition of Monitoring Groups

Each school had four monitoring groups divided by grades. Each group comprised three teachers (including one head of a monitoring group), one parent, and one student from within the grades covered by the group.

Meetings of Monitoring Group

- *Hold regular weekly meetings of each monitoring group.*
- *Hold monthly meetings with the project coordinator and with the other school monitoring groups, sometimes with the presence of the head teacher in order to track progress and discuss individual cases.*

Tasks of Monitoring Group

- *Identify numbers of children who had abandoned school (A) and numbers of children at risk (AR).*
- *Draw up list of goals for numbers of children to be returned to school and prevented from leaving (Table 1 as an example).*
- *Divide work up between the teachers so each teacher is responsible for a number of children.*
- *Complete questionnaire provided by project coordinator for each child AR – filled in either by the child or by teacher depending on age of child.*
- *Older AR children were also asked about their favourite subjects, so that that subject teacher could be informed and provide support.*
- *Draw up individual education plan for children AR and keep a notebook on progress for each child.*

Building Links with Parents of Children A and AR

- *Home visits with two or three people from among the monitoring group teacher, class teacher, parent from monitoring group, and student to the parents or relatives of children A or AR.*
- *Meetings with parents of children AR at the school to discuss parents' difficulties, including   social events such as lunches.*
- *Coffee clubs with teachers, parents and class teachers.*

Classroom Practices

- *Carrying out project-based work and pairing children AR with children who were doing well in the subject.*
- *Giving children AR the lead in role-plays and other learning activities.*
- *Giving children AR responsibility for class tasks such as homework leader or in charge of plants.*
- *Giving children AR extra time to carry out favourite subjects (music lessons and handicrafts, for example).*
- *Generally creating a friendly and encouraging environment.*

Role of Other School Students and Class Leaders (Senators)

- *Accompany monitoring group on house visits.*
- *Discussions in neighbourhood area with children A on activities at school to persuade them to return.*
- *Student in monitoring group assigned to befriend child AR.*
- *Fundraising for books and materials for students from disadvantaged families.*

Extracurricular Activities

- *Sports events, cultural events including concerts and theatre, inter-school competitions, with children AR and parents of children AR invited to take part.*
- *Tree-planting projects.*
- *Art shows in the local park of schoolwork and on the rights of children.*
- *Book months or reading events.*
- *Facebook page to disseminate information about school activities.*

Practical Support for Children A and AR and Their Families

- *Donation of school bags and stationery.*
- *Additional teaching support in some subjects.*

Practical Support for Children A and AR and Their Families

- *Financial support for families and in-kind donations of clothes and school materials.*

- *Providing lunch for some children AR (through teachers' personal contributions).*

- *Requesting municipality to find employment for families in economic difficulties with children AR or who have abandoned school.*

Appendix 3: Membership Growth of Education Unions Participating in the Child Labour Projects

Albania

Average % membership increase for all six schools: 41.5%

Kamza schools. GEW Project 2016-2018

School	Number of Teachers	Members FSASH	Members SPASH	Total	Union Density %
"H. Clinton", 2015	61	15	15	30	49%
"H. Clinton", 2018	65	42	12	54	83%
				% increase	34%
"100 Vjetori", 2015	54	19	10	29	53%
"100 Vjetori", 2018	54	48	4	52	96%
				% increase	43%

Bathore schools. GEW Project 2014-2016

School	Number of Teachers	Members FSASH	Members SPASH	Total	Union Density %
"Ahmet Zogu", 2013	56	10	15	25	44%
"Ahmet Zogu", 2018	51	23	20	43	84%
				% increase	40%
"Halit Coka", 2013	75	11	10	21	28%
"Halit Coka", 2018	58	11	45	56	96%
				% increase	68%

Korça schools. AOb project 2014-2016

School	Number of Teachers	Members FSASH	Members SPASH	Total	Union Density %
"Shkolla e Re", 2013	30	3	7	10	33%
"Shkolla e Re", 2018	28	5	13	18	64%
				% increase	31%
"N. Veqilharxhi", 2013	20	8	3	11	55%
"N. Veqilharxhi", 2018	17	9	6	15	88%
				% increase	33%

Mali

SNEC membership in Bougouni District (2013-2018)

Bougouni District Village	2013 SNEC Members	2015 Teachers			2015 SNEC Members	2018 Teachers			2018 SNEC Members	Increase SNEC Members 2013-2018
		Total	Eco	FP		Total	Eco	FP		
Dossala	0	7	1	6	1	8	2	6	5	5
Lena	4	6	3	3	4	5	3	2	4	0
Syentoula	3	3	2	1	2	3	2	1	2	-1
Yerefounela	3	3	2	1	2	3	1	2	2	-1
Soumaya	4	4	3	1	3	4	2	2	3	-3
Chambougou	4	4	2	2	2	3	2	1	2	-2
Mafelini	2	8	1	7	4	8	2	6	5	3
Ouroun	2	12	4	8	6	10	3	7	5	3
Total	22	47	18	29	24	44	17	27	28	4

ECO = Community School Teacher
FP = State school teacher employed as a public employee

Morocco

Morocco: 30% increase (2014- 2018)

SNE-FDT Trade Union Membership. Fès Province

2014	1,040 members
2015	1,160 members
2016	1,295 members
2017	1,392 members
2018	1,489 members

Uganda

Uganda: 23% increase (2015-2018)

Membership in 15 project schools in Erussi sub-county. Nebbi district

2015	117 members
2018	151 members

List of individual teacher names in each school provided as supporting documentation

Nicaragua

Nicaragua: 47% increase (2016-2018)

Membership in La Dalia Municipality. Department of Matagalpa

2016	200 members
2017	300 members
2018	380 members

Zimbabwe

PTUZ membership increase in Chipinge district (2014-2018): 86.2%

PTUZ. Membership in Chipinge district:

2014	342 members
2018	637 members

Because of the cyclone, PTUZ could only provide overall figures for the district, not the individual schools.

ZIMTA membership increase in Chipinge district (2015-2019): 47.5%

ZIMTA. Membership Trends In Chipinge Rural District Project Schools 2015-2019

School	ZIMTA Members		Numbers of Teachers	
	2015	2019	2015	2019
New Year's Gift	1	7	10	10
Clearwater Primary +Secondary	10	17	49	49
Junction Gate Primary	9	7	25	25

Avontuure Secondary	2	6	14	14
Ratelshoek Secondary	8	8	30	30
Ratelshoek Primary	8	10	24	24
Jersey Primary	6	9	24	24
Jersey Secondary	5	10	33	33
Zona Primary +Secondary	1	6	16	16
Total	**42**	**80**	**225**	**225**

Appendix 4:   List of Persons Interviewed and Focus Group Discussions

Members of the Research Steering Group

Trudy Kerperien, AOb International Secretary

Manfred Brinkman, GEW International Relations Secretary

Klaus Bullan, GEW Fair Childhood Foundation

Marlis Tepe, GEW President

Mario van de Luijtgaarden, FNV Mondiaal Programme Officer

Dominique Marlet, Senior Coordinator, Human and Trade Union Rights and Equality Unit, EI Head Office

Samuel Grumiau, EI consultant on child labour, EI Head Office

Pedi Anawi, Regional Coordinator, EI Regional Office Africa

Uganda (29 July - 8 August 2018)

Meetings in Kampala

UNATU Officials' Headquarters Office

Baguma Filbert Bates, General Secretary

Phillip Duluga Buni, Deputy General Secretary

Juliet Wajega, Deputy General Secretary

Robert Gunsinze, Child Labour Programme Officer Research

Ben Kirere, Monitoring and Evaluation Officer

Winnie Namata, Communications Officer

Child Labour Programme Trainers, UNATU Headquarters Office

Geofrey Nsubuga, Executive Director, Somero - Uganda

Ignatius Nuwoho, Head of Programmes, African Network for the Prevention and Protection against Child Abuse and Neglect (ANNPCAN-Uganda Chapter)

Petua Roabinja Isabigo Principal Education Officer, Equal Opportunities - Uganda

Dr Cleophus Mugenyi, Commissioner, Directorate of Education Services, Ministry of Education, Uganda

Ministry of Education

Hon. Rosemary Nasubuga Seninde, Minister of State for Primary Education

Meetings in Erussi Sub-County and Nebbi District, West Nile

Sister Mary Immaculate Berocan, UNATU local child labour project coordinator, UNATU school representative and Erussi Primary School head teacher

Focus Group Discussion, 12 child labour focal point teachers (nine men, three women)

School visit to Oboth Primary School: Meeting with three members of SMC and one member of the PTA (three men, one woman)

School visit to Pajur Primary School: Meeting with six members of the SMC, seven members of the PTA, and four teachers (13 men, four 4 women)

UNATU Branch Executive Committee (two men, three women)

Innocent Opanytho, Acting District Education Officer for Nebbi District

Geoffrey Okello, Vice Chairperson of the District Local Government Council

Research Officer, Community Empowerment for Rural Development (CEFORD)

Focus Group Discussion, School head teachers (12 men, three women)

Focus Group Discussion, Erussi Sub-County Steering Committee (10 men, one woman)

Orom Collins Jalacida, LC III Chairperson, Erussi Sub-County

Father Godfrey, Erussi Catholic Church

Donald Watemu Olker, Assistant Catechist Donald Watemu Olker, and Pajuro Primary School deputy head teacher

Anneke Fermont, Kyagalanyi Coffee Co

Mori Samuel Sidoro, UNATU National Representative for West Nile Region

Patricia Thociba, UNATU Regional Coordinator for West Nile Region

Jackie Aol, Women's Representative MP for Nebbi District

Joseph Ngomopong, UNATU Branch Chairperson, Zombo District

Emmerson Bukomeko, UNATU Branch Chairperson, Zombo District

Alex Ochongo, District Education Officer, Zombo District

School visit to Okeyo Primary School, Abanga Sub-County

School visit to Kaya Primary School, Paidha Sub-County

Morocco (30 September 30 – 7 October 2018)

Meetings in Casablanca

SNE/FDT Headquarters

Sadek Rghuiwi, General Secretary

Hamid Nahass, National Coordinator Child Labour Programmes, SNE Treasurer

Soumya Riahi, SNE Executive Board member

M'hammed Lachgare, Member of Steering Committee

Abdelaziz louy, member of Steering Committee (former General Secretary)

Meetings in Fès

Chahti Zouhir, Provincial Director, Provincial Education Delegation

Abdelhak Dammati, Director of Human Resources, Provincial Education Delegation

Barak Azdine, Director of Communications and Legal Affairs, Provincial Education Delegation

Houssaine Bouhafra, Provincial Secretary, SNE/FDT

School visit to Hamza Ibn Abdmotalib School and meeting with School Director Mohanad Dounas, and two teachers, Abdelhak El Mahfoud, Mohammed Khounoui

School visit to Chams Edrinne Maqdassi School and meeting with School Director Mohamed Rahmouni and teacher Lamiae Oujgha

Monsieur Moutawakel, Regional Inspector of Education, Fès

School Visit to Lalla Salma School

Focus Group Discussion, Provincial Steering Committee at Lalla Salma School (seven women)

Abdellah Hijazi, Al Quods School course participant and future trainer

Professor El Khammar El Alami, Head of the Department of Education Sciences, Higher Education Institute, University of Sidi Mohamed Ben Abdallah

Albania (5-9 November 2018)

Meetings in Tirana

Arjan Dyrmishi, FSASH Chairman

Xhafer Dobrushi, FSASH Honorary Chairman

Nevrus Kaptelli, SPASH President

Stavri Liko, Child Labour Programme Coordinator, FSASH General Secretary

Etleva Vertopi, Former ILO-IPEC coordinator, Tirana, and union trainer

Meetings in Kamza

Hysen Koldashi, head teacher, Hillary Clinton, School, Kamza

Rudina Maksuti, head of School Monitoring Groups, Hillary Clinton School, Kamza

Focus Group Discussion, Hillary Clinton School Monitoring Group (four women teachers: Dashurie Hysa; Alma Shehi; Zef Perpalaj; Florina Sheremetaj)

Lila Shpetim, parent member of Monitoring Group, Hillary Clinton School, Kamza

Rasim Beluli, head teacher, '100 Vjetori' (Centenary) School, Kamza

Nertila Strori, head of School Monitoring Group, '100 Vjetori' (Centenary) School, Kamza

Focus Group Discussion, '100 Vjetori' (Centenary) School, Kamza, four women teachers: Erinda Duro, Albana Duva, Mimoza Shira, Diana Elezi

Rudina Meda, parent member of Monitoring Group, '100 Vjetori' (Centenary) School

Meetings in Korça

Romeo Rrapo, Head teacher, 'Pandeli Cale' School, Korça

Focus Group Discussion, Monitoring Group teachers and parent: Mimoza Beqirllari (head of School Monitoring Groups), Elvira Rrushi, Olsa Rehova, Eljoza Spaholli, Anila Shehu, Elona Lesko (Parent) (five women)

Xhemlin Koleci, head teacher, 'Naum Veqilharxhi' School, Korça

Focus Group Discussion, Monitoring Group teachers, parent and student: Esmeralda Ryka (Head of School Monitoring Groups), Eleni Kocaqi, Eda Dulo, Eva Cenolli, Stolie Qaja (Parent), Sindi Gjoni (Student Senator)

Leonard Trebicka, Head, SPASH Regional Section, Korça

Kristaq Grabocka, Director, Regional Directory of Education, Korça

Blerina Qemali, Head, FSASH Regional Section, Korça

Mali (19-26 January 2019)

Bamako

SNEC/UNTM Offices/Executive Board members (seven men, two women)

Soumeilah Maiga, SNEC Secretary for Training and Research and National Project

Youssouf Traoré, SNEC Secretary for Organisation and Unionisation and member of SNEC Executive Board and Project Steering Committee

Moustapha Guitteye, SNEC Secretary for Information and Communication (elected General Secretary, March 2019)

Seydou Koné, Assistant General Secretary

Mary Doumia, Assistant General Secretary

Assitan Malick Traoré, member of SNEC Executive Board member and Project Steering Committee

Fatoumata Nènè Coulibaly, Secretary for Gender Promotion

Mamou Traoré, General Treasurer, SNEC Executive Board

Assoura Mahamane, Administrative Secretary, SNEC Executive Board

Minister of Education

Mahamadou Keïta, Director of Basic Education

Head of Communications

Offices of ENDA-Mali

Soumaïla Diarra, Regional Coordinator, ENDA-Mali

Bougouni

Fadiala Keita, Director of the Centre for Pedagogical Guidance (Centre d'Animation Pédagogique -CAP) Bougouni

Bakary Koné, SNEC Regional Secretary, Bougouni

Ouroun and Syentoula Communes

Noumoutiéba Diarra, Coordinator of the child labour focal points, Ouroun

Focus Group Discussion, Mafelini School, with School Director and teachers (six men, one woman)

Mayor and General Secretary of Syentoula Commune

Focus group Discussion, Syentoula School, with teachers, including head teacher Daouda Diakité (four men)

Focus Group Discussion, Ouroun School, with head teachers and assistant Hhad teachers (14 men, three women)

Focus Group meeting, Monitoring Committee (Comité de Veille) including Tiékoro Bagayok, Village Chief, Imam Fousseyni Traoré, and Yssouf Bagayako, youth group representative of the Soumaya Ton-Baloma (artisanal mining association) (six men)

Focus Group Discussion, Ouroun School, with Association of Mothers of Students (Association des Mères des Elèves), including Awa Diawara, President (12 women)

Focus Group Discussion, Ouroun, School, with school child labour coordinators (13 men, one woman)

Zainabou Sangouré, child labour focal point, Mafelini School

Visit to Ouroun Kindergarten and meeting with Kindergarten teacher

Mayor and General Secetary of Ouroun Commune

Focus Group Discussion, School Management Committee and Monitoring Committee, including representative of Village Chief, Yerefounela

Focus Group Discussion, Association of Mothers of Students, Yerefounela

Zimbabwe (16 March – 22 March 2019)

Harare

Angelina Lunga, ZIMTA Training and Development Officer and coordinator of child labour programme

Sifiso Ndlovu, CEO, ZIMTA

Fouster Mhlanga, National Advisory Council member in charge of projects and programmes

Linda Rugare Samati Warinda, ZIMTA Research and Gender Officer

Raymond Majongwe, PTUZ Secretary General

Hillary Yuba, PTUZ Women's Empowerment Officer and child labour coordinator

Tambudzai Madzimure, Regional Project Manager, Women's Empowerment, HIVOS Regional Office

Pascal Masocha, Coordinator, Coalition against Child Labour in Zimbabwe (CACLAZ)

Video recordings of interviews by Samuel Grumiau:

Head of New Year's Gift School, Ward 6, Chipinge

Deputy Head Ratelshoek School, Chipinge

Nicaragua

Phone interviews

Bernarda Lopez, Secretary for Organisation, CGTEN-ANDEN and child labour project coordinator, 26 October 2018 and 8 May 2019

Armengol Salgado, General Secretary, CGTEN-ANDEN, La Dalia Municipality, Matagalpa), 9 May 2019

Video recordings of interviews by Samuel Grumiau (November 2017)

Jacqueline Herrera, Director and Xiomara Otero, Cas Luis Hernandez School, La Dalia

Egla Maria Cardenas, Buenos Aires School, La Dalia

Marlin Averruz, Slilmalila School, La Dalia

Education International Research

EI/AOb Child Labour Projects:

Transnational Best Practices and Union Impacts

Nora Wintour
June 2020

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