Planning Working Children's Education

A guide for education sector planners

Save the Children UK is a member of the International Save the Children Alliance, the world's leading independent children's rights organisation, with members in 29 countries and operational programmes in more than 100.

Save the Children works with children and their communities to provide practical assistance and, by influencing policy and public opinion, bring about positive change for children.

Published by
Save the Children
1 St. John's Lane
London EC1M 4BL
UK

First published 2004

This report is based on case study material from India, Peru and Brazil. More detailed reports on these case studies are available on request by email from:
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Acknowledgements

This report was written by Emily Delap (Save the Children UK's Child Labour Adviser) and Amanda Seel (a consultant). It is based on case study material from India, Peru and Brazil, written and collected by consultants. In India this work was done by Paro Chaujar; in Peru by Dr Miguel Jaramillo Baanante and José Carlos Chàvez, with assistance from Regina Cortez; and in Brazil by Ana Dourado.

Save the Children staff from London, India, Peru and Brazil were involved in recruiting the consultants, overseeing data collection and commenting on drafts of the case study reports. Particular thanks go to: Vijayalakshmi Arora, Martin Kelsey, Emmanuelle Abrioux, Marcia Pregnolatto, Nani Claux, Adriana Espinosa, Richard Hartill, David Norman, Marion Molteno and Shireen Miller.

Finally, and most importantly, thanks to the organisations who agreed to take part in the case study research, who have put so much effort into providing education for working children, and who gave up so much of their valuable time to make this report possible:

- Apeksha Homeo Society, India
- Save the Children Canada, India
- Child Relief and You (CRY), India
- Sanklap, India
- Andhra Pradesh Mahila Samakhya Programme, India
- Sant Nischal Singh Foundation, India
- The Municipality of Campinas, Brazil
- The Institute Pró-Criança, Brazil
- National Ministry of Youth and Adults, Peru
- Manthoc, Peru.

Introduction

Why we need this paper

There are an estimated 350 million working children worldwide. Although some of these children are able successfully to combine work with education, for many other children work has a devastating effect on their levels of educational achievement. Much analysis has already been done on the complex links between education and work, such as the effects of work on school attendance, and the value of learning gained through work. However, only limited analysis has been done on the effectiveness of different strategies for providing quality education for working children.

Many of the measures aimed at providing quality education for working children are not new ideas. They are often extensions of approaches that are already accepted as central to achieving the goal of Education for All, such as making education truly free to the user, improving teaching methodologies and teacher training, and promoting the genuine participation of communities in schools. Many of these principles, if implemented well, can do much to help working children. However, Save the Children has found that even good general education policies can fail to help working children unless these policies are informed by a clear analysis of working children's situations. Such analysis needs also to draw on working children's own perceptions.

The purpose of this paper is, therefore, to provide some of the analysis that is currently lacking of working children's situations and their relation to education strategies. It analyses eight case studies, commissioned by Save the Children, of education provision for working children, as well as Save the Children's own experience in supporting education for working children. The lessons emerging from this analysis lead into a set of recommendations on how the needs of working children should be addressed within education sector planning. The key requirement that comes out of this analysis is for stakeholders, and central government in particular, to develop strategies that secure working children's right to a useful education, while also protecting their wider rights to survival and protection.

The case studies

The case study evidence used in this paper comes from eight projects providing education for working children in India, Peru and Brazil. Three of the projects are managed by non-governmental organisations (NGOs), two are private sector initiatives, and two are government initiatives. As illustrated below, the projects differ in their approaches to education and child labour, and in the consequent methods used to provide education for working children. For example, half of the projects aim to improve the levels of achievement and attendance by removing children from work and placing them in school. The remainder see work as an inevitable feature of children's lives, at least in the short-term, and aim to provide schooling that can be combined with work.

The case study material was gathered between January 2002 and August 2003 by locally recruited consultants. The consultants reviewed project documents, and spoke to project staff and working children and their parents.[1]

[1] Further information on the case studies is provided in the appendix. More detailed reports on the case studies are available on request by email from: basicservices@scfuk.org.uk

A child rights perspective on education and child labour

Alongside the evidence from the case studies, the analysis in this paper draws on a child rights perspective to inform the priorities identified. The United Nations Convention on the Rights of the Child (UNCRC) outlines a number of rights and general principles that are relevant to providing an education for working children. The UNCRC states that education is a right for all children, but requires us to look beyond merely getting children into school, towards providing them with a meaningful, quality education. A complete cycle of at least primary education of good quality, is seen as so important that it is defined as a right in itself. The UNCRC also states that all children have the right to be 'protected from economic exploitation and from performing any work that is likely to be hazardous or interferes with the child's education, or to be harmful to the child's health, or physical, mental, spiritual, moral or social development'. We define work in its broadest sense to include unpaid and paid work in and outside the home.

Rights to education and freedom from harmful work are closely linked to rights to survival and development. It is important to ensure that education enhances children's development, and to recognise that elements of work can also be beneficial to this development. Efforts to reduce children's work should be done in such a way as to enhance, rather than further threaten, children's right to survival.

In attempting to ensure rights to education and freedom from harmful work, it is important to recognise three other general principles that cut across the whole of the UNCRC. First, children have the right to freedom from discrimination, and the rights included in the UNCRC apply to all children under 18, regardless of gender, age, race, class, caste or any other status. Second, children have the right to participate in decisions which affect them. Their views should always be taken into account when addressing rights to work and education. Third, acting in children's best interests should always be at the forefront of any action taken on education and child work. From this perspective, providing an 'education' that is so limited that it fails to meet any of the developmental needs of working children is just as unacceptable as taking action that is intended to end the worst forms of child labour, but which actually results in children moving into equally dangerous, but more hidden, forms of work.

Key lessons from the case studies

Introduction

This section provides evidence from the case studies and Save the Children's experiences around the world on the three key elements to the provision of quality education for working children:

- ensuring that working children have access to adequate amounts of schooling, which requires education systems that are flexible enough to meet working children's needs
- ensuring that the education that working children receive is of sufficiently high quality and relevant to their lives
- striving to protect working children from rights abuses, both in and outside the workplace.

It also examines the roles of governments, NGOs and the private sector in education provision.

Ensuring working children have access to school

Addressing the factors that push children into work

Children's work is often essential to their own survival or their households' survival. They may also be pushed into work by other factors, such as cultural norms that view childhood as a time for work, rather than for play or school. Evidence from the case studies in Brazil and India suggests that strategies to address these root causes of work – for example, poverty or cultural norms – are an important component of successful attempts to get children out of full-time work and into full-time school.

For example, parents and children from all four projects in India cited incentives such as credit or school meals as a key reason for reducing work and increasing school attendance. In the Child Workers Opportunity Project (CWOP), school attendance rates were reported to be higher among children from families who had received credit to increase household income, compared to those that had not. A comparison of the four projects in India also suggests that those which tried to change attitudes towards work and education were more successful than those without this feature.

In Brazil, one of the projects reviewed was part of a large-scale government programme of stipends for poor families. This provision, along with access to a range of services to support vulnerable children, was extremely important in encouraging children into school and then enabling them to continue until completion.

Decisions about which factors need to be addressed in order to encourage school attendance should be based on context-specific analysis rather than assumptions. For example, our research in India shows that, while in some contexts children's work was clearly caused by poverty, in other situations families' ability to survive without children's contributions indicated different causes, such as beliefs about work. Evidence also highlights the importance of viewing work in its broadest sense – to include unpaid

housework activities as well as paid work – when addressing root causes. In India our research shows that a failure to provide childcare facilities in some of the projects led to the late or irregular attendance of girls who traditionally care for younger siblings.

Enhancing quality, relevance and community involvement in schools

While it is important to address causes of work that exist outside the education system, evidence from our research indicates that change within the education system is also essential to win over parents and to motivate children to stop full-time work and regularly attend school. In Brazil, Peru and India, parents and children repeatedly stated that children were more likely to attend schools if classes were small, learning imaginative and participatory, and if outcomes were relevant to their daily lives.

In Brazil, the Municipality of Campinas has adapted the state system of stipends to include a strong element of quality control and community engagement, involving, for example, a role for community members in school management, and research to ensure that school authorities can make education more relevant to working children's lives. This resulted from research which suggested that stipends alone were not enough, since working children often felt isolated from schooling that failed to meet their interests. Involving parents in the management of schools has led to improved attendance, as parents are more motivated to support each other to keep their children in school and out of work. Vandalism has also decreased.

In India, parental involvement in the management of schools gave parents first-hand knowledge of the advances their children were making, and motivated them to continue sending their children to school. This kind of approach, building up a sense of trust and mutual effort, is more in accordance with a rights approach than relying heavily on enforcing compulsory education, especially in contexts where safe, good quality, culturally appropriate education is not yet uniformly achieved.

Vocational training may also be necessary to provide incentives to attend school for working (and especially older) children. For example, in our review of a private sector initiative in Brazil, the provision of computing classes helped to motivate both parents and students as these classes were seen to directly prepare children for better work in the future. Businesses also preferred to invest in schooling that provided them with a workforce with the required skills. However, in order for vocational training to offer an effective alternative to work, it is important to ensure that the skills developed are relevant and useful. Our research in India suggests that some of the projects reviewed did not adequately explore the extent to which vocational training would enhance future employment opportunities. It is also important to ensure that vocational training is safe, and does not offer a second rate alternative for working children by assuming that working children are only capable of learning practical, rather than more academic skills.

Challenging discrimination

The poverty and cultural beliefs that push many children into work interact closely with social dynamics of gender, ethnicity, class and caste. Certain forms of work, such as domestic labour and sex work, impact particularly on girls. Most bonded child labourers in India are children from low caste or tribal groups. In Peru, our case study evidence suggests that working children are often migrants, originating from rural, indigenous and non-Spanish speaking communities. Our experiences in Bangladesh suggest that disabled children are often forced into more harmful forms of work due to discriminatory

employers. Discrimination within schools can also push children out of school and into work. For example, in Peru, children told us that they had dropped out of rural schools, where they were considered 'inferior' and 'stupid'.

These strong links between discrimination, work and education suggest that challenging discrimination is essential to ensure that working children have access to school. Our case studies provide some evidence that supports this assertion. For example, in India our research shows how the inclusion of a strong gender element in the curriculum of the Girls Education Programme, run by the Andhra Pradesh Mahila Samakhya Programme, helped to motivate working girls to attend school. However, in many of the other projects reviewed, discrimination issues were not adequately addressed. For example, none of the projects examined the needs of working children with disabilities. This may be because projects had become so focused on seeing children as working children, that they overlooked children's wider identities and the other dimensions of exclusion that affect them.

Targeting and displacement

The targeting of resources to address the particular needs of working children has a major impact on access to school. Our research in India suggests that projects targeting entire communities – such as the Elimination of Child Labour in Silica Sand Mines (ECLS) project run by the Indian NGOs Child Relief and You (CRY) and Sanklap – are more successful in getting children into school and out of work than those that target particular children. This is because the selection of particular children as project beneficiaries often means either that they receive more education than their siblings, or that their work is replaced by other children, sometimes their own siblings. Thus the net effect is not necessarily an increase in schooling or a reduction in the total number of children who work. Targeting an entire community does not necessarily cost more than these more focused initiatives, if resources are used carefully. The ECLS project, for example, has focused on raising community awareness of issues around education and work, and reducing debt bondage by increasing community ownership of silica mines. Such an approach could prove to be less costly than focusing credit or awareness raising on individual families.

Flexibility as a basis for the inclusion of working children

While recognising the long-term goal of minimising full-time child work, in the shorter term a substantial number of children are likely to continue working. Even in the longer term, older children (above compulsory schooling age) may see safe forms of work as a positive choice for themselves. It is essential to ensure that efforts to reduce child work are consistent with support for these children's right to a good quality education. Our case study evidence suggests that flexibility in education systems is the key to ensuring the inclusion of such children.

Flexibility has three key elements, all of which can be illustrated by the Manthoc project in Peru. First, flexibility relates to hours of schooling, such as the provision of afternoon schools to suit children's daily working hours, or timing holidays to match agricultural peak seasons. The Manthoc project has found that high levels of children repeating grades are closely linked to poor timetabling, which causes many children to drop out of school. Flexible school times have been agreed to overcome this problem.

Second, flexibility relates to the location of schooling, as travelling long distances may be especially hard for busy working children. The Manthoc project has overcome this problem by running classes in different places, according to the needs of working children, who often choose to meet in locations near to their workplace, such as market places.

Third, flexibility relates to grading systems and syllabuses. Working children often repeat grades or miss years of schooling because of their work. This can lead to high drop-out rates and the demotivation of older children placed in classes with younger children. The Manthoc project has combated problems associated with rigid grading by developing a module style learning system, which enables children to drop in and out of school as their work dictates. They found that children can make good progress using this system if they agree with the teacher a minimum number of sessions per week to attend and work through the modules at their own pace. This compares favourably with the government initiative reviewed in Peru, based on a more limited form of flexibility, which merely allows working children to come to school late or irregularly. While working children are not formally penalised for lateness or absences, they do miss out on teaching time and efforts are not made to compensate for this.

Flexibility going too far?

Despite the importance of flexible hours to facilitate working children's access to school, there are problems associated with part-time education that is combined with work. First, providing schooling that can be combined with work may be incompatible with messages about ending harmful child work. For example, in India, interviews with parents suggested that the provision of part-time education for working children helped to legitimise children's work in some communities, with parents using the availability of such schools as an 'excuse' to avoid addressing children's exploitation. If proper measures are not taken, there is also the risk that the availability of part-time schooling will enable children to leave full-time education and enter work without having to leave school to do so.

Second, children who go to work and to school may not be able to study effectively, and may be denied their rights to rest and leisure. In both India and Peru, children who combined work with school were occupied for extremely long hours and were often exhausted as a result. Observations in India suggest that children attending schools in the evenings are much less active in school than those who attend schools during the day. Children who combine work with school are also less able to practise the skills they have learned at school as there is no time for homework activities. The exhaustion and lack of free time associated with night schools that are designed to be combined with full-time work suggest that these can, at best, be seen as a strategy for gaining access to at risk children, rather than an effective form of education.

Both of these problems highlight the importance of viewing part-time provision primarily as a short-term measure, while simultaneously making efforts to reduce harmful child work. Clear messages need to be delivered that combining full-time work with school is a short-term strategy, only to be used when it is not possible for younger children to stop such work and enter full-time education.

Providing effective, quality education for working children

Active and participatory approaches that build on an understanding of working children's lives

Once children are able to attend school, it is essential that the education they receive is of sufficient quality to benefit them. Viewing children as competent and acknowledging their existing knowledge, through methods that are meaningful and interesting, are fundamental principles of effective learning. Working children might have particular skills and understandings that they have learned through their work. They may also have more experience of 'learning though doing', rather than learning though formal styles of instruction. Such experiences could provide a wealth of starting points for meaningful learning. Sadly, however, it would seem that opportunities are often missed, and instead schools proceed in teaching a narrow, academic content without relating it to children's lives and experiences.

Our research in Peru provides two contrasting approaches to education for working children that illustrate this well. In the Manthoc school, it is assumed that working children are capable and have learned skills through their work. Work is discussed openly and a conscious effort is made to use and develop the skills that children have gained through work. Children have responded positively to this approach and appear to be learning well. In contrast, in government-provided evening classes, teachers see only the children's disadvantages and limitations, and assume that working children will not be able to achieve. As a result, the children do not apply their experiences to their school learning and teachers' initial predictions become a self-fulfilling prophecy. One teacher said that the children were not able to learn academically as all they wanted to learn was how to take apart a radio. This teacher not only assumed that working children could not achieve academically, but also failed to realise the potential of taking apart a radio as a springboard for engaging the children's interest and extending their knowledge.

Our research in Peru suggests that an underlying problem here is a lack of depth in education reform processes. Teachers were applying the 'externals' of participatory methodologies (such as sitting children in groups), without there being any fundamental changes in teachers' ability to build on the experiences of children. Having teachers who were confident in responding to the needs, abilities, interests and backgrounds of individual children would make it much easier to include working children in the classroom, particularly those who have entered school later than their peers.

An important way of ensuring that schools reflect working children's experiences is to increase education professionals' understanding of working children's lives. In Brazil, the Municipality of Campinas has gone to considerable lengths to ensure that teachers understand the challenges that working children face through the Escola-Viva (Living Schools) programme. In addition to building links with local communities, this programme has extensively researched the situation of working children.

Protecting working children through the education system

Abuse at work and behaviour within the classroom

Working children are particularly vulnerable to abuse. They frequently suffer verbal, physical and sexual abuse within the workplace. They may also come from environments where abuse within the home is more common. In addition to its immediate effects, such abuse may lead to behavioural difficulties in the classroom, as children might respond to these experiences by acting aggressively, displaying inappropriate sexual behaviour, or by being withdrawn and fearful. Both of the projects that we reviewed in Brazil found that most children had experienced abuse in the workplace and lacked confidence in the classroom. When coming into school, therefore, children who have worked or continue to work might have a particular need for support, understanding and encouragement. Our research in Peru and Brazil shows that meeting these needs demands a great deal from teachers, in terms of patience, resilience and understanding, as well as strong classroom management skills.

Helping to protect working children against abuse

Education can provide an opportunity to minimise the abuse that children suffer in the workplace. Education can achieve this by stopping children from working altogether through providing them with a viable alternative to work. A lack of good quality, relevant, and free education is often given as a key reason for workforce entry. As discussed earlier, other factors, such as poverty and beliefs about work, may also lead to children starting work, and may need to be addressed alongside initiatives within education systems.

Education can also help to protect children while they continue working. It can provide them with new skills which will give them greater choices about the types of work that they enter. Our research suggests that properly managed vocational training may be especially helpful here. For example, the CWOP project in India provided girls with tailoring skills, enabling them to leave more abusive forms of work.

Schools can provide children with life skills that minimise the risks they face. This may involve teaching children how to protect themselves against health risks commonly associated with certain types of work, such as sexually transmitted infections. It could include teaching children strategies to respond to abuse when they face it, or enabling children to negotiate better working conditions. In our research in India, parents commonly stated that it is better to be an educated labourer than an uneducated one, as school enabled children to avoid being cheated by employers.

Education can provide working children with access to a 'safe' adult who can help them respond to especially abusive situations. For example, programmes with child domestic workers supported by Save the Children in Mali show that children will approach teachers or trainers to help with cases of physical or sexual abuse, but only if a relationship of trust has already been established between them. Here, trainers are more able to respond to these support needs if they have links to relevant legal services and community support groups. Education services may be especially effective protective mechanisms, as employers are much more likely to release working children into schools than into leisure activities. Our experiences in Bangladesh and India show that employers see attending school as a more worthwhile use of children's time than play. Employers also prefer children to engage in learning, as the education on offer provides children with skills to make them better workers.

A variety of techniques may be deployed to ensure that working children have the support they need against abuse within work. For example, the Manthoc project in Peru uses school 'social workers', who spend time supporting individual children and actively follow up when they are having difficulties. In India, peer support groups provide effective support for girls in relation to specific gender-related issues around abuse, violence and early marriage. While the right to protection is universal, the ways in which children cope with abusive experiences depends both on their individual resilience and their cultural context. Thus, there is no single 'correct' model for ensuring that education supports and protects children.

Despite the benefits of protecting working children through education systems, assumptions should not automatically be made that children who work have been 'abused'. It would be counter-productive to label caring parents as 'abusers' of their children simply because poverty forces them to require their children to work. Many parents try very hard to protect their children and take safety into account when considering work options for them.

Ensuring that education systems do not further threaten working children's rights

It is important to remember that schools are not automatically safe havens for working children, as abuse can also exist within the classroom. This abuse may be physical, often through the use of corporal punishment, or it may be to do with a lack of attention to other child rights within the system of learning on offer. For example, vocational training, if not properly managed, can put children at risk. Our research in Brazil found that vocational training provided within the footwear industry paid insufficient attention to health and safety and also involved extremely long hours for children, who had to attend training sessions on top of school. Here, the line between learning and exploitation was blurred.

Residential bridge courses are becoming increasingly popular as a means of giving working children an intensive burst of education. More evidence is needed in order to evaluate the possible risks of such courses against the likely benefits. Our India case study suggests that these courses can be effective in stopping children from working, at least in the short term, when children are actually attending the bridge courses and do not have the opportunity to work. Some families and children also reported that participation in the courses had longer-term impacts as it showed families how to manage without the contributions from children's work. But other evidence on the long-term effectiveness and unintended consequences of such courses is very limited. Any boarding-based or residential forms of schooling carry the risk of abuse; this risk is heightened in under-resourced situations, or where staff may be difficult to screen or have limited training. No recommendations can be made in support of this approach without much stronger analysis of experiences in other contexts.

Responsibility and partnership in providing education for working children

Governments have overall responsibility for education provision

Governments have overall responsibility to provide education for all children, including working children. As we have seen, fulfilling this responsibility means making concerted efforts to respond to the particular needs of working children. Our evidence presented above from the Municipality of Campinas in Brazil suggests that it is possible for state provision of education to have the innovation and flexibility to respond to such needs.

While education departments have the primary responsibility for delivering education for working children, our research suggests that for interventions to be successful they may need to involve other departments. It is important to embed education initiatives for working children in broader strategies aimed at addressing children's work and its causes. These strategies may involve departments such as the department of labour or social services, or may need to be linked to broader poverty reduction initiatives. In Brazil, for example, the Municipality of Campinas has successfully provided links between education initiatives and a range of services for vulnerable families. Such services include healthcare and out-of-school activities; they are likely to help reduce children's vulnerability to harmful work by addressing root causes of work, such as adult ill-health. In Honduras, Save the Children has successfully lobbied for child labour to be included in the Poverty Reduction Strategy Paper, enabling the factors that push children out of school and into work to be addressed more effectively at the national level.

A role for NGOs

NGOs clearly have an important role to play in the provision of education for working children. With the exception of the Municipality of Campinas, the NGO projects included in our research tended to be more innovative and relevant to the needs of working children than government initiatives. Many of the children we spoke to said they would prefer to go to schools outside the state system. NGOs can also offer services that support the education system. For example, in Brazil, NGOs provide out-of-school services for children involved in the state school system, to prevent them from working after school hours.

Most of the NGOs in our research see their role as supporting, rather than replacing, the state system. For example, the NGOs developed qualifications that are recognisable in the state system, or provided bridging courses to prepare children for entry into state school. Playing such a supportive role recognises that governments have primary responsibility for delivering education to children and that it is unsustainable for NGOs to take on this role on a large scale.

However, playing a supportive role also has its problems. First, in order to ensure compatibility with the state system, NGOs may have to lose some of the effective innovations they have developed. Second, a focus on preparing children for the state system places the emphasis on adapting children's learning to meet the needs of the state system, rather than adapting the state system to meet the needs of working children. In order to overcome both of these problems, NGOs need to make greater efforts to pass on their learning to the state system. Governments also have a greater role to play in ensuring better links with the NGO sector.

A role for business

Evidence from both Brazil and India suggest that businesses can help to provide education for working children. As with NGO provision, parents and children often prefer non-formal education provided by the private sector, rather than state provision. However, questions must be raised about the sustainability of businesses providing education for working children.

In the Brazilian town of Franca, a local NGO has been established by businesses to provide education for working children, in response to negative publicity about levels of child labour in the footwear industry. Businesses recognised that providing education for working children would help improve their reputation and ultimately counteract the threat to profits that this negative publicity had caused them. As such, education for working children was provided because there was a business interest to do so. Should this situation change, for example, if media interest waned or technology pushed children out of the footwear industry into other sectors, it is unlikely that the businesses would continue to support education for working children. In this case, businesses could have played a more sustainable role by helping to build state capacity to provide education. For example, they could have provided support for teacher training, or could have used the influence of powerful business people to encourage the state to adapt its education system to meet the needs of working children.

In India, similar concerns have been raised about the Town Enrichment Action Movement (TEAM) initiative, established by a private sector foundation. Here, it is common for philanthropic businessmen to establish such private foundations to provide services in poor communities. Such service provision may have little or no connection with the supply chain of the companies that support them. As such, assistance in providing education is seen as a gift bestowed on poor communities, rather than as businesses meeting their responsibility to address the exploitative child labour in their supply chains. Not only can such 'gifts' be withdrawn when profits decline, but philanthropic education provision can also be incompatible with the status of education as a right for all children.

Recommended priorities for education sector planning

Effective strategies to ensure that working children achieve their right to an education need to maintain a balanced approach to education and work. If work is seen as inevitable, or if the potential benefits of work are over-emphasised, the goal of enabling children to leave full-time work and attend full-time school may be lost. However, if work is viewed as an entirely negative force, we ignore parents' and children's own assessments of the value of work for survival and development and the educational benefits of work. Similarly, it is important not to assume that schools are automatically safe havens for working children. Efforts need to be made to ensure that learning in schools is effective and meaningful, and that schools protect children rather than expose them to abuse.

Our overall goal is for all children to be in good quality education that is responsive to their situation. Our experiences suggest that sustainable approaches primarily require work to build on the state system, and that the following priorities should be addressed for those involved in education sector planning:

- **Link education to strategies that address the underlying reasons why children work.** This may include making links between education strategies and systems of livelihood support targeted at whole communities. Efforts to change attitudes regarding work and education will also be needed. These in turn require better integration of education sector planning with poverty reduction strategies.
- **Define a basic entitlement to education for all children of a minimum number of hours over a minimum period of years**, to ensure that working children are not 'short-changed'.
- **Create local flexibility in school timetabling** to ensure that no child is excluded because of their work. This could include:
  - flexible daily timetabling to account for work that happens at certain times of the day
  - flexible timetabling of sessions throughout the year to allow for harvest times or migratory patterns associated with livelihood strategies
  - flexible overall duration of schooling, to enable working children to spread their education over more years in total, in order to access their minimum entitlement without becoming over-burdened.
- **Develop flexible modular curricula** that working children can follow at an individual pace, and so that working children who move around a lot in their work are able to re-enrol in another school and continue their study.
- **Develop a common framework and guidelines regulating** alternative or **non-formal education** (**NFE)** where this is necessary to ensure the immediate rights of working children to education, in order to ensure there are:
  - clear links between the NFE and the formal education systems, which allow children to acquire equivalent qualifications and to transfer between the two systems
  - built-in structures for monitoring impact of different NFE approaches, to allow approaches that have been successfully piloted in NFE to be applied within the formal system as well.
- **Develop relevant curricula that help both to motivate and to protect working children.** Ensure that working children's skills and capacities are

reflected within curricula, and that skills are developed to help children protect themselves within work.

- **Include practical skills and vocational training in education provision**, making education attractive and relevant to working children without limiting their future work options.
- **Encourage the use of night schools only as a last resort** – and only as a short-term response within a longer-term strategy to provide a fuller, more effective education.
- **Use community-based approaches** to improve school systems. Strengthen the participation of local communities in school management and accountability. Enable local government, families, working children and teachers to learn from each other's experience of child work issues, and to bring this shared knowledge directly into local decision-making on education.
- **Attract, retain and support local teachers** who share the background and experiences of different groups of working children. Women teachers and teachers from ethnic minorities are under-represented in many countries; rural teachers often teach in schools far away from the districts in which they grew up. By employing teachers with a background closer to that of local working children, schools can more easily respond to the particular needs of those children.
- **Develop teacher training and support**, targeted towards the needs of different groups of teachers according to the situations they will actually face in their work, to ensure that they:
    - understand the issues that working children face and can give support
    - use active learning approaches and build on the skills and experiences that working children already have
    - can teach in mixed-age and mixed-ability situations, in which children learn at their own pace but follow common themes
    - expand the horizons of working children, and give them encouragement
    - are sensitive to the related issues of gender, ethnicity and disability and are able to support equal opportunities in the classroom.
- **Ensure that residential education does not put children at risk**, or undermine their rights to family, community and cultural/linguistic identity.
- **Work in partnership.** While education departments have primary responsibility for providing education for working children, they should ensure that links are made with others providing support for working children, including other government departments, NGOs and businesses.

Appendix: Details of the case study projects

	Implementing agency	Targets/scope	Aim	Activities reviewed
India				
Child Workers Opportunity Project (CWOP)	• NGO – Apeksha Homeo Society • INGO – Save the Children Canada • funded by Canadian International Development Agency	• 55 tribal, rural and urban communities in Maharashtra • 1,500 children • 1999–2003	• to work towards the elimination of damaging and exploitative forms of child work and to provide developmental opportunities for child workers in the project area	• NFE programme run by NFE centres in the villages (operate 6–9pm) • residential bridge courses/vocational training in nine-month residential camps
Elimination of Child Labour in Silica Sand Mines (ECLS)	• NGOs – CRY and Sanklap	• 40 villages in silica sand mine area of Uttar Pradesh • covers all children in the selected villages who are out of school • since 1997	• elimination of child labour in the silica sand mines of Shankargarh	• full-time transitional/bridge courses • making formal schools responsive to the needs of all children
Girls Education Programme (GEP)	• an autonomous government agency – Andhra Pradesh Mahila Samakhya Programme	• 289 villages in Andhra Pradesh since 1995 • 1995–2000 – reached 13,584 children	• to prevent/eliminate female child labour through education	• NFE centres – night schools • residential bridge courses
Town Enrichment Action Movement (TEAM)	• Sant Nischal Singh Foundation – the social development wing of the Anand Group of Industries (part-funded by United Nations Development Programme and British High Commission)	• all children in the area of Gurgaon in due course • 1996–2002 – 5,000 children enrolled in bridge schools	• to make the area of Gurgaon a 'zero-tolerance' zone for child labour – this does not mean removing children from work, but rather ensuring that all working children receive an education	• running bridge schools through formal private and government schools • running national open school centre

	Implementing agency	Targets/scope	Aim	Activities reviewed
Brazil				
PETI programme, Municipality of Campinas	• national government project. This review focused on the Municipality of Campinas (the first municipality to implement this programme)	• all 14,000 out-of-school children in Campinas	• to remove all children from work	• provision of scholarships (Bolsa-Escola) and investment in quality, basic education
The Instituto Pró-Criança	• NGO established by private sector to respond to child work in the footwear industry	• children in the town of Franca (particularly those linked to shoe-making) • scholarships guaranteed to 800 children	• to support education for children and adolescents • to combat all forms of child labour	• scholarships and vocational training to provide children with an alternative to work • awareness-raising
Peru				
School of Working Children from San Juan de Miraflores (conats-SJM)	• NGO – Manthoc (a working children's movement and group that promotes services for working children)	• working children from San Juan de Miraflores in Lima • 100 students	• to enable working children to combine their work with good quality, relevant education	• NFE school
National Ministry of Youth and Adults Board (DINELA)	• Government of Peru	• aimed at 15–24-year-olds, but also supported many 11–14-year-olds • six schools with 100–300 students in each	• to provide an education for young people who have abandoned regular school due to poor performance/poverty	• schools with formal curriculum, but hours suited to children/young people who work

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